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# THE LIBRARY JOURNAL

VOL. 58

October 1, 1933

No. 17

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Libraries And The New Deal

*Carl H. Milam*

A New Opportunity For Librarians

*Grace I. Dick*

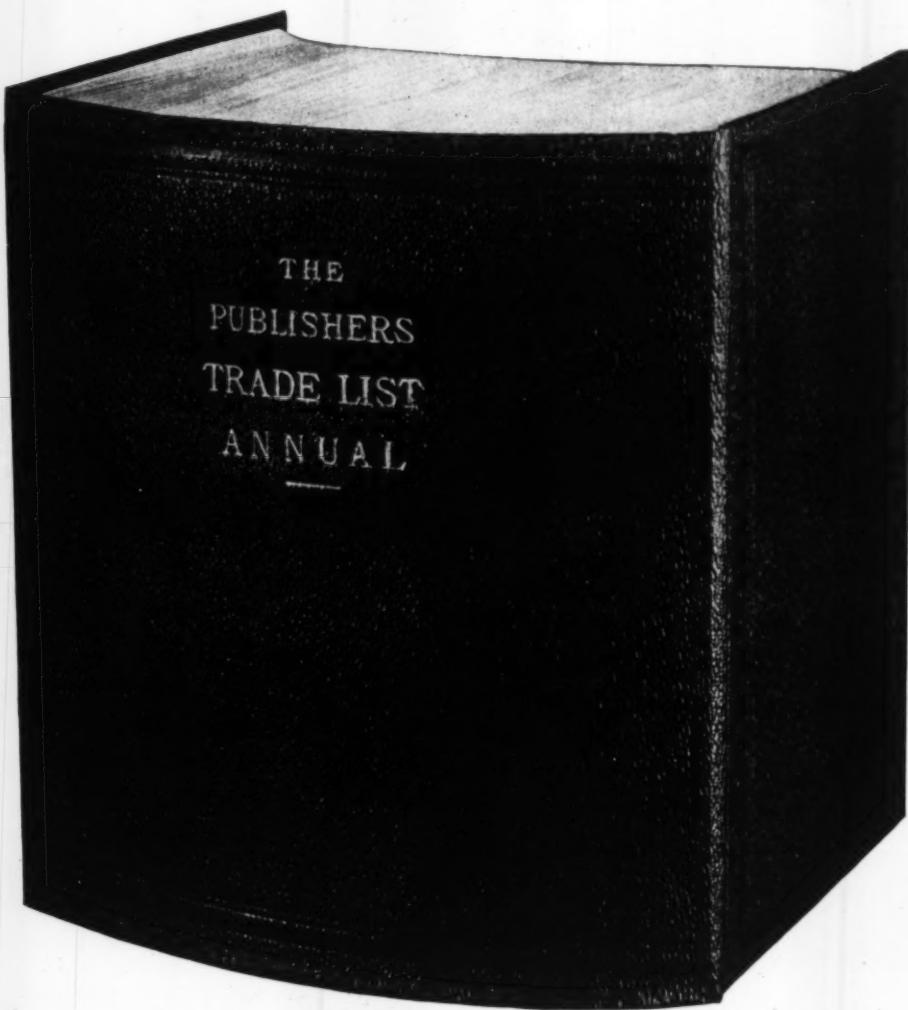
How The Public Library Can Aid The Teachers  
Of Modern Languages

*Terrell Tatum*

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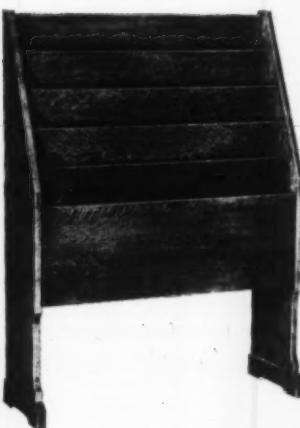
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# THE LIBRARY JOURNAL

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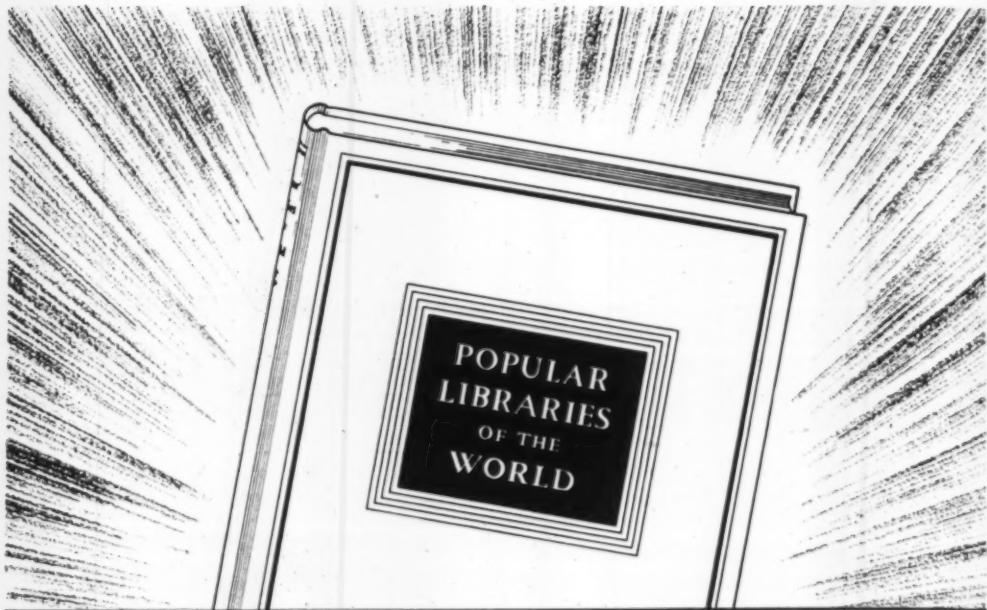
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## *Forthcoming Issues of* **THE LIBRARY JOURNAL**

The October 15 Conference Number will be entirely given over to articles covering library progress in two generations. Articles will include: "The Development in Research in Relation to Library Science," by Louis R. Wilson, Dean of the Graduate Library School of the University of Chicago; "County Library Progress," by Julia Wright Merrill of the American Library Association; "Ambassadors—To Business—To Industry—To Fact Seekers Everywhere," by Margaret Reynolds, Librarian of the First Wisconsin National Bank of Milwaukee; "Libraries in Correctional Institutions," by E. Kathleen Jones, Secretary, Division of Public Libraries, Boston, Massachusetts; "Progress in Hospital Library Work," by Elizabeth Pomeroy, Supervisor, Hospital Libraries, United States Veterans Administration, Washington, D. C.; Library Progress in Children's and School Library Work, by Effie L. Power, Director, Work with Children, Cleveland, Ohio, Public Library; and Adult Education by C. W. Mason, Readers Counsellor, Carnegie Library of Pittsburgh. We are hoping to have an article for this number covering the library progress in foreign libraries, but at this time it is rather indefinite.

Many requests for reprints of the page entitled "Everybody's Business," published in the September 15 issue, are coming in. If librarians desire reprints of the continuation in this number, please write in promptly.

B. E. W.



PICTURES the status of the popular library movement in 48 countries, each contribution prepared by a specially qualified person in that country. The articles are of varying length, with varying emphasis, and with varying methods of approach a feature which heightens the book's interest. A conspectus of the library movement in its modern and popular phase the world over. At the same time a fitting complement to the international features of the A.L.A.'s 1933 Conference. Proposed by the Committee on International Relations of the A.L.A. and edited by Dr. Bostwick. Excellent typography; attractively bound. 316p. Cloth, \$3.75.



## American Library Association

**520 N. Michigan Avenue**

**Chicago, Illinois**

# THE LIBRARY JOURNAL



## Libraries and the New Deal

By CARL H. MILAM<sup>1</sup>

**W**HAT WILL be the effects of the New Deal on library work, library income, and the relation of libraries to government? Are libraries going back to their former status or on to something new? Will the powers and duties of governmental agencies continue to increase? Will the duties of libraries be expanded with the rest? Or will library services be restricted or dispensed with? Will greater centralized authority in national and state governments lead to more state and federal subventions for local projects, such as libraries? The New York representative of the NRA has appointed a committee on the use of leisure, stating that New York may become the laboratory for the country. What, specifically, can the library do to teach people how to use leisure and to help them enjoy it—in the big cities and in the rural areas?

No effort is made in this statement to answer these questions. A few facts are presented which have to do with certain parts of the national recovery program, and further questions are raised. Some of the topics are scheduled for discussion at the October A.L.A. Conference, particularly at the Council meetings.

### Libraries as Information Centers on New Governmental Services

The General Director of the NRA has been

asked to make libraries official depositories and information bureaus for its bulletins, regulations, interpretations, and the codes of the several industries. The U. S. Commissioner of Education has been asked to assist in making similar arrangements for material from all of the new governmental administrative agencies. A recent letter indicates that there is some hope for a successful outcome from his negotiations. The reasons advanced for making this suggestion were that libraries are public institutions and ought to participate in the national enterprise, that librarians are experienced in handling printed materials, and that some thousands of people will expect to find in the library up-to-date information on all these activities. The use of such material in libraries will be discussed at the Documents Committee meeting.

The A.L.A. has issued a mimeographed bibliography on the NRA, with references also to official publications of other new governmental agencies.

### President's Reemployment Agreement

Does the President's Reemployment Agreement apply to any public or semi-public library? Should libraries attempt to conform even if not required to do so?

The Agreement does not apply to "1. Professional occupations. 2. Employees of federal, state and local governments and other public institutions and agencies." (Interpretation No. 6.) Professional workers in all libraries and all employees in libraries supported wholly by taxes would appear to be exempt. But it is not clear

<sup>1</sup> Reasonable efforts have been made to verify the accuracy of all statements made in this article, but new interpretations are issued frequently. Moreover, the Federal authorities in some matters, have delegated large powers to state and local representatives. The latest information may be had from the State Advisory Board, on public works programs and from local representatives of the NRA, on the President's Reemployment Agreement, codes, and other similar matters.

whether this is true of non-professional workers in libraries wholly or partly supported by endowment. Decision presumably rests on an interpretation of "public institutions and agencies."

An official ruling released through a committee of the American Council on Education, is: "That schools, colleges, universities, churches, hospitals, and charitable institutions supported by public subscriptions, not operated for profit, except so far as they may be engaged in the operation of trade or industry, need not come under the provisions of the National Recovery Act." In transmitting this ruling the committee says: "This ruling means that non-profit making institutions under private control have the same status as have state and municipal institutions with regard to the NRA. They are exempt from the provisions of codes. This does not mean that they should not voluntarily meet as far as possible the specifications of the President's agreement and cooperate with the President in every way to hasten national recovery." Further and more specific information as to the status of libraries has been solicited.

One city is reported to have accepted the President's Reemployment Agreement for all departments as a means of showing its approval of the plan. Other town and city governments are said to be under pressure from local committees to take similar action.

The A.L.A., as an employer, has signed the Agreement.

#### A Code for Libraries

Many librarians are asking whether there should be a library code. The question has been referred to the Committee on Salaries and Employment which may be ready to report to the Council in October. One librarian writes: "I am particularly impressed with the value of a code for libraries. It would give an opportunity to put across standards as never before. Although it would be largely a voluntary code with no compulsion it would have tremendous popular backing if properly handled."

#### Codes Affecting Libraries and the A.L.A.

Early drafts of the codes of publishers and booksellers are said to have included paragraphs on library discounts, sale of remainders and review copies, publishing of cheap editions, and other matters of interest to libraries. The President of the Association and the chairman of the Book Buying Committee are giving information and suggestions from the library point of view to those who are preparing the codes. The President has also been in close touch with the Book Manufacturers' Institute and has been invited by the officers of the Institute to participate in the hearing before the National Recovery Administration.

It is apparent that libraries and other public agencies with fixed budgets may be a drag on in-

dustrial recovery because increasing prices will result in reducing the amount of goods purchased and therefore the number of men required to produce these goods. The amount of money spent by public agencies for goods is not known, but it must amount to several hundred millions.

Some industries, or groups of plants within industries, depend wholly on orders from such agencies. Many others depend largely upon public buying. For example, library bookbinding, \$3,000,000-\$5,000,000 in 1929, is largely done by firms which do almost nothing else. The recovery program, in this case, by increasing prices and therefore reducing the number of books which can be bound with funds in fixed library budgets, will apparently reduce the number of men employed.

The same thing can probably be said of many producers of other goods used wholly or largely by public agencies, such as fire fighting equipment, textbooks, etc. The public works program, as it is being administered, will promote increased employment in certain industries supplying materials for permanent structures. But employment in those industries which supply the day to day needs of public agencies may be reduced.

Increasing prices will also necessarily result in further curtailment of services rendered by libraries unless their budgets can in some way be increased.

Are the probable adverse effects on the public service, and particularly on the national recovery program, sufficient to justify federal loans or subsidies, through the Relief or Public Works administration, to public agencies for the purchase of goods actually needed, pending increased incomes from local taxes which will not be available for several months and in some cases for one or two years?

#### Unemployment Among Librarians

Can some way be found to pay relief wages from Relief funds for the employment of part of the two thousand unemployed librarians in some type of library activity? National Relief funds may now be used under certain conditions to pay relief wages to teachers and other qualified persons to keep elementary schools open in rural areas, and to teach reading and writing to adults who can not read and write the English language. The Emergency Relief Administration on September 14 authorized the use of Federal Relief funds "for the employment of needy unemployed persons on relief who are qualified to teach: (1) Unemployed adults who are in need of vocational training or adjustment, to make them employable, many of whom are, and will continue to be, unemployable without this training; (2) Unemployed adults who are physically handicapped and need, through vocational rehabilitation service, additional training in work opportunities; and (3) Unemployed adults who are in need of fur-

ther general educational opportunities to fit them to take their part as self-supporting, self-respecting citizens."

Or, might it even be possible in view of the increasing need for library service, where libraries exist and where they do not exist, to *expand* library facilities?

The A.L.A. Subcommittee on Unemployment is expected to report to the Council following a Committee meeting during the Conference.

#### Public Works

Publicly supported libraries are apparently eligible for grants under the public works program of the National Industrial Recovery Act and some libraries are asking for funds. Complete financing of approved projects by the Federal Government is provided for in the Act, which states that the Government will make an outright gift of 30 per cent of the total amount and will buy locally issued bonds for the other 70 per cent. Requests for aid must be made through the governmental unit (city, county, state) for which the proposed building or extension is to be constructed, as a part of the public works program of that unit. Requests will be sent to the state advisory board, which will deal with a regional supervisor, who will make recommendations to the Public Works Administration in Washington. Circular

No. 2 of the Federal Emergency Administration of Public Works gives "information required with applications for loans." There is no fee for filing an application. The policy of the Public Works Administration is to consider the social desirability of each project, the speed with which it can be entered into and completed, the question of expense which will be incurred for upkeep in the future, and other pertinent facts.

#### Conservation Camps

Books and magazines are being provided by the War Department for the men in the civilian conservation camps. Some state and local libraries are giving supplementary service to camps in their areas. It is reported that a somewhat formal educational program is soon to be undertaken. Who will meet the new book needs?

#### The Tennessee Valley

Librarians in the Tennessee Valley have had under consideration for a year or two a project for a demonstration of unified library service for several counties. Recently representatives of the A.L.A. and persons outside the library profession have participated in the investigations and planning. Is it not possible that the Tennessee Valley Authority may be interested in a library experiment in the area with which it is concerned?



# A Possible Substitute For County Library Service

By MABEL W. ETHERIDGE

*Librarian, State Teachers College, Minot, North Dakota*

**A**T THIS time school funds all over the United States have been reduced on account of fear! As it will take some time to get over the financial reaction of this complex, it is necessary to take account of everything available, and eliminate waste, with the objective of securing greater service at less cost than ever before. This does not advocate cutting salaries, or throwing people out of employment, but it involves greater cooperation.

The school library idea has prevailed for a number of years as far as school library legislation is concerned. Interpretation of school library laws by school boards, superintendents, and even state superintendents frequently is a farce, especially when funds are diverted into many different channels yet charged to the school library account! Study the biennial reports of some of the Superintendents of public instruction if revelations are desired!

All except four states have county library laws. In all there are 3,000 counties in the

United States. Of these only 1,100 have library service of any kind, and of the 1,100 counties but 245 have county library service. County library service is very satisfactory as far as it goes, and the movement should spread at a rapidly increasing rate. The discrepancy between actual and possible development is enormous. It is very obvious that legislation has little if any power as a remedy. In the meantime the rural child who does not have access to county, state, or public library suffers a great educational handicap. The rural child is just as important in his needs as the city child: what may we do about it?

In present education, the school library is the most useful laboratory of the school system as it serves every department and each individual daily, if it is functioning. In reputed "backward states" it fails in functioning supposedly on account of funds; transportation facilities, etc., all quite plausible on the surface.

After careful study of actual conditions as they exist in rural and small community schools the

Year	Am't issued for school library books	Total no. of volumes in school libraries	No. of school districts	No. of school houses	No. of schools not having school libraries as required by law	No. of schools not buying library books as required by law	Total no. of pupils
1931	\$92,076.97 (cf. p. 138)	940,646 (cf. p. 117)	2,110	5,535 less 456	125	243	168,550
1932	\$103,835.97 (cf. p. 159) \$53,842.19 (cf. p. 176)	937,301	2,263	5,552 less 492	129	Not given	165,608

Year	Am't issued in pay't of text- books	Total no. of text-books pur- chased	Am't issued during year for school library books	Total no. of school library books
1931	\$289,375.99	Not given	\$92,076.97	940,646 vols. (cf. p. 117)
1932	\$195,983.51 (cf. p. 176)	Not given	\$103,835.97 (cf. p. 159)	937,301
	\$187,037.19 (cf. p. 159)		\$53,842.19 (cf. p. 176)	

situation appears more hopeful, and by the time the latest biennial report of the State superintendent of public instruction has been diligently checked and studied, county by county, and as a whole, one is ready to believe that the greatest opportunity of the age in school library service is at hand. There are hundreds of thousands of school library books; hundreds of thousands of text-books scattered among approximately 5,000 schools of North Dakota. It is shown that over a half million dollars were spent in up-keep of school libraries and in furnishing textbooks to a little less than 170,000 school children of the State!

For 1932 there were over five school library books per capita of enrollment in North Dakota, and a school library expenditure of approximately 63¢ per capita of enrollment. This would average 185 volumes per school house. Collectively there are almost one million volumes. If these were kept in active circulation and in constant use, they would furnish an almost unlimited store of information and recreation. It is not so much a question of a lack of funds, or lack of books, but rather a lack of organization in putting present material to work. A greater waste is caused by the fact that all these hundreds of thousands of volumes are lying idle on the shelves at least three to five months of the year—dead timber caused by long vacations. Many of them have been read and re-read by some of the children and are no longer in demand in their present location. The cost in proportion to results obtained is tremendous.

That there is need for more efficient school library service is apparent when the educational status of a community is judged by the books on the school library shelves, by the use made of them as supplementary material in working out school projects, units, and for recreational reading. From the results obtained from questionnaires distributed at random among school principals, teachers, and superintendents in summer schools among seven teacher-training institutions of the State during 1932 it was found that a large percentage knew nothing about the number of school library books or the amount of money spent annually for their school library. In no case was a full-time librarian noted. In the instances where the library was cared for at all, it was done usually by the principal or an English teacher who had no time, inclination, or preparation for the work. Frequently it was assigned to a pupil. It is evident that principals, teachers and superintendents were designated as full-time librarians by those answering the questionnaire.

From another questionnaire submitted to librarians of teacher-training institutions in several States, and of county libraries it is gathered that too large a number of teachers-in-training as well

as college professors and teachers in general do not know how to make intelligent use of books or library material. This is due partly to an overcrowded "high-pressure" curriculum dependent on the old wasteful text-book method.

Growing needs of modern education demand widely used well-chosen books for teachers and pupils. The text-book is too limited in scope and out-of-date to serve efficiently. After all a text book is but one man's opinion among millions who may be as authoritative, or more so than he. Use of supplementary reading material through the school library develops a pupil's technique of reasoning which is of use to him all his life. Plenty of interesting material to read gives him practice enough to improve his reading comprehension, and a consequent grasp of other subject matter. A school library efficiently used opens the door to countless mental treasures, awakens a desire for self-improvement and blazes the way to a richer, fuller and happier life.

With approximately a million books stored in school libraries during vacation months a tremendous social waste prevails. Why not vitalize those books—get them into action and keep them circulating?

As an emergency and an economy measure stretch the present school library law slightly. Support the "stretching process" through cooperation of the almost-all-powerful state superintendent of public instruction, the state library commission, (the county superintendents and school boards would have to get into line and help) and the approximate million volumes could be divided in proportion to the number of pupils in each District Division, over five books per capita, and placed in charge of a library board in each Division. An efficient school library supervisor who is interested in and acquainted with local needs and conditions and in charge the year 'round should be appointed for each Division to care for the books and keep them in circulation. Trash and unnecessary duplication would be eliminated. Better material more suitable for school needs at less cost would work for a greater good to a greater number. Such procedure would aid in getting rid of politics in education. Circulation could be carried on through methods most feasible to meet existing conditions. Collections could be interchanged between District Divisions from time to time as needed. A system of this type could be carried out in any State at no additional expense.

School children, through an opportunity for wider reading for the joy of it, would rank higher in school work and better in application for their varied interests and tasks. The reading habit would place in their hands the key to progress and a consequent happier, richer, fuller life.

# How the Public Library Can Aid the Teacher of Modern Languages

By TERRELL TATUM

*Head, Department of Spanish, University of Chattanooga, Tennessee*

THE PUBLIC Library can be of unlimited aid to the teacher of Modern Languages by directly influencing and creating greater interest in the student's reading habits while he is in school and what is, it seems to me, of greater permanent help in thereby fostering a love of reading that will indirectly influence reading habits after school and college days. This broadens immeasurably an indirect service and fosters wider reading interests in home and adult education. This is one of the most vital points of contact. A wider vision in reading is needed. Since the Public Library is one of the greatest aspects of American community life it is more and more expected to increase opportunity for service and respond steadily to public demand.

"He who learns a new language acquires a new soul." America has been too long a one-language nation, but through the Public Library the average American is becoming better able to read understandingly in many tongues. Speaking generally, the student's reading has become just another grind connected with academic curricula for the schools have not, in the past, developed a taste for books. That is the problem we face. The more active interest in the school the farther reaching the function of the library. There is evidence on all sides of a recent realization by the libraries that the work in the schools is extremely vital to them now.

I know of no better way to begin than by working with the Modern Language Departments. The mind of the student naturally turns to the Public Library when any reading is assigned. This is not only true in high schools but also in colleges as well—even when the college library may be more richly equipped in that particular material. This is due partly to the student's search for additional material or because he wants to keep the books a longer time than is allowed by the school library. And, too, students are reading more widely during their vacation months. All of this has brought the school much closer to the Public Library.

One of the first problems of the teacher of Modern Languages is to awaken a vital interest in the student, from the first moment he enters the classroom, in the foreign language he is studying, and to make him want to study long enough

for reading to become a pleasure and to understand some of that language's masterpieces. Therefore, an unlimited field lies open to the teacher of Modern Languages aided by the Public Library.

The enemies of Modern Languages say that the student does not go on reading to any appreciable extent after he has finished his prescribed course. That is a thing too elusive to be very accurately measured, but for the influence to go on with him he does not have to continue reading always in the foreign language itself. There are any number of ways the far-reaching benefits may continue to be manifested: by the reading of travel and description books, by the best translations, by the radio, etc.

The world is so much smaller today! Time and distance are no longer what they were fifteen, ten, or even five years ago. The wind-swept passes of the Andes are as high and bleak as ever but powerful planes have brought them nearer and nearer. Far-off lands, with their alluring backgrounds, invite the armchair reader in fancy's flight over the years as well as over the miles. The people of the United States are gradually outgrowing their provincialism and are looking to the lands about them, catching something of the ancient beauty and tradition of their legacy to the world.

In this day of correlations when the librarian is familiar with the work and needs of Modern Language Departments, and when she knows the teachers and curricula she can aid materially in book collections. There are many other ways, besides the more elementary ones, of aiding the student to find material through telling him where books of interest may be found or through so subtly suggesting extra books to read that the student will actually clamor for them. This is particularly true of French, German and Spanish since they are the most widely studied modern foreign languages, but it may be broadened to include others.

How then can the Public Library aid the teacher of Modern Languages? Let me suggest first some ways to help us in our difficult task of not only awakening a desire in the student to learn something more about the people whose language he is studying but also to increase that

interest until it spreads into the home and into his life after school days. Since reading has so materially increased and libraries, faced with decreased budgets, are seeking more attractive ways of getting books before their public, the following suggestions seem to me particularly timely, active and practical. Every good library has already a fairly representative supply of foreign material, either in translation or in the original, but there are a number of ways to awaken an interest (beyond the classroom) in Modern Languages:

1. Reserve books, magazines and pamphlets on special subjects.

2. Create a Foreign Room in the library. Since the demand for foreign books by native readers varies so much and since the demand is small in a large number of cities this seems to offer different and endless opportunities for the ingenuity of the librarian.

3. The use of posters in the main library and branches with book lists of suggested reading for special days and celebrations of particular significance to different lands. For instance, in celebration of the annual Pan American Day, April 14, many constructive suggestions are possible.

4. The library might feature a Modern Foreign Language Week or, better still, a French, German and Spanish week at different intervals in order to place outstanding books before the public.

5. Then there is that thing we call in Spanish *realia*—something of the culture, art and history of a country through the use of photographs, handicraft and collections made by travelers in the different countries or by others authoritatively interested. A very vital warning should be noted here: try always to feature things other than twisted peculiarities of the countries for people are all too prone to see this phase of a foreign land.

6. Interest women's and civic clubs in the work through series of free lectures, by authorities in the field, on the contemporary literature and culture of either Europe or South America.

7. Interest the public in donating books. Many friends of the library have copies of the classics, either in the original or in translation, and of other ma-

terial which they might be glad to donate upon knowing of a constructive interest in foreign languages.

8. If there are no lending collections in your state something of the kind might be arranged, on a smaller scale of course, for circulation from branch to branch. This is an excellent time for the special week feature, or it may be made to coincide with special days.

9. Encourage reading in the foreign language where possible, for translations, however excellent, lose much of the flavor of the original.

10. Feature, in the library notes for the newspapers, timely book lists, vacation reading and the exhibits.

Out of a discussion with the library staff came the suggestion of an exchange of foreign language books in the junior and senior high school libraries of the city and the compilation of a union list of all foreign magazines received in the various public libraries of the city and the University of Chattanooga Library. At the request of the librarian of the Chattanooga Public Library, I am preparing a personally recommended and evaluated list of books in English on Spanish and Spanish American literature, history, art, music, description and travel. The books suggested are, of course, the ones now available in the Public Library. Similar lists are being prepared by the heads of the other Foreign Language Departments in the University.

Let me say again that the possibilities of a Foreign Language Department in a Public Library are far reaching and, since the power of direct suggestion to the reader from the Public Library is great, here is another chance to enhance the richness of the lives it may touch. Anything the library does in this field by interesting—directly or indirectly—student or other groups and the general reader is only increasing its own sphere of publicity and the interest of the public in what it is doing.

#### Autumn Mood

Now that dull days are here  
We must shed our glamour and go lustreless  
To share strange moods of the declining year,  
And bear the slow heavy hurt of loneliness.

For we are shadow parts  
Of autumn. We trade our plenitude for dearth,  
And wander with bowed heads and barren hearts,  
Sorrowing with the earth.

—CARLETON DREWRY in *Proud Horns*.

# A New Opportunity For Librarians

By GRACE I. DICK

*Librarian, Board of Education, Pasadena, California, City Schools*

**I**N RESPONSE to progressive steps in education visual aids as a means of instruction are again coming to the front. Most well-established libraries have carried at least map and picture collections in the past, but now this is being extended into other forms of visual aids such as motion pictures, lantern slides, stereographs, and exhibits.

With this increasing demand for visual aids in education, commercial houses have vied with each other in producing and assembling materials to meet this demand. So that now to have visual aids in quantity and variety to cope with the demands, libraries have found it necessary to apply library science to the assembling and cataloging of the various aids.

In the years of large budgets materials were assembled so rapidly that too often we find collections which have grown so rapidly that now their simple indexing or printed catalog of titles, and few subjects, will not suffice to properly assemble these valuable materials. In many large collections of visual aid materials we find the assistants still trying to rely on their memories to assist patrons. This, very obviously, is as unsatisfactory as the days before library science was established and the librarian tried to remember and know all the books in her library. This could be easily done with a slow growing collection numbering several hundred volumes, and when one librarian could handle all the books, but rapid growth soon makes such operation inadequate and wasteful to the public. Today the demand for the trained librarian to organize and efficiently handle these large collections is obvious. For all visual aid materials can be thoroughly and simply cataloged with little expense by trained and experienced librarians.

The Dewey Decimal classification adequately meets the needs of classification with very slight adjustments which any competent cataloger is capable of accomplishing. For instance an exhibit of the process of silk from the cocoon to silk fibers can be as easily cataloged as any book on the subject. So too, a reel on Mexico can be classified as readily as any book of Mexico. In fact often times these very book illustrations have been used to make the reel. And here, again, valuable correlation of book material and visual aids can be secured.

Above the catalog number can be added a letter to indicate the types of materials. In most libraries R over a call number indicates a reference book;

MM above the call number for the reel in Mexico would indicate motion picture material; and E above the call number would indicate exhibit material. Following is a list of such symbols used with their meaning:

E	— Exhibit
F	— Frieze (15" x 40")
L	— Lantern slide
MM	— 16 millimeter motion picture film (Safety film)
MW	— Medium wallprint (20" x 15")
P	— Print (10" x 12")
RM	— Relief map (48" x 36")
RW	— Rolled wallprint (25" x 35")
S	— Stereograph
SF	— Stillfilm
SW	— Small wallprint (13" x 16")
W	— Wallprint (23½" x 30")

After the usual Dewey Decimal number a dash number is given which acts as an accession number. The first picture assigned a particular classification number would be given —1, the next —2, and on successively, and indefinitely. The average classification number thus requires from five to seven spaces, i. e. 972—2 or 973.4—6.

The usual 3x5 plain white catalog card is well suited in cataloging visual materials. The title card is generally considered the main card. Much valuable material can not be identified as to the artist, often too the artist is of no particular value in that he is an unknown photographer, or a commercial worker. All aids must be judged from the value of the subject treated rather than the artist or producer. For example: A painting of George Washington, "The Day's Beginning," by J. L. G. Ferris is entered under the title and in the author place is given the full name form of the artist. It is classified according to subject 973.4 and an entry is made for the artist and any other desired subject heading assigned from any standard subject heading list as Library Congress or American Library Association subject heading lists.

## MAIN OR TITLE CARD

SW            The day's beginning  
973.4-6      Ferris, Jean Leon Gerome

A 9"x12" colored reproduction of a painting of George Washington saying Grace before the family breakfast at Mount Vernon.

TRACINGS ON REVERSE OF MAIN CARD  
WASHINGTON, GEORGE, PRESIDENT U. S.,  
1732-1799  
Ferris, Jean Leon Gerome

**SUBJECT CARD**  
SW WASHINGTON, GEORGE, PRESI-  
973.4-6 DENT U. S., 1732-1799  
Ferris, J. L. G.  
The day's beginning  
A 9"x12" colored reproduction of a  
painting of George Washington saying  
Grace before the family breakfast at  
Mount Vernon.

**ARTIST CARD**  
SW Ferris, Jean Leon Gerome  
973.4-6 The day's beginning  
A 9"x12" colored reproduction of a  
painting of George Washington saying  
Grace before the family breakfast at  
Mount Vernon.

At the same time a charging card and shelf list is made, again carrying out the identical process of book cataloging. The usual library circulation system works admirably for visual aids. The materials may have book cards, pockets, and dating slips but it has been found more expedient to have only a book card. For on some types of materials as stillfilms and rolled wallprints the pasting of book pockets and dating slips would be impractical. If a book card only is made, it is filed in the circulation table under MATERIAL OUT if in circulation, and when on the shelves is filed under MATERIAL IN. Thus too a quick title file of materials by type is available.

It has been found of real value, also time saving and efficient, to make the shelf list a combination of shelf list, inventory, accession, and order card. As previously explained the accession number here is represented by —6. The necessary information is given in case a duplicate order is desired. This is followed by the number of copies in the library colored or otherwise being indicated.

**CHARGING CARD**  
SW973.4-6 c.l (1)

The day's beginning

Date	School	Teacher

**VISUAL AID REQUEST CARD**

School Willard  
Teacher Best, A. C.  
Date Sept. 29 To Oct. 6, 1933  
(Shipping)  
Call Number  
L952-13  
W641-1  
P949.2-1

**SHELF LIST**

SW The day's beginning  
973.4-6 Ferris, J. L. G. Foundation Press, Inc. \$1.25  
c.l col.

Thus a dictionary card catalog is rapidly built up for every kind of visual aid to be handled. Materials can be secured by knowing the title or looking under subject, artist and producer, if they are of importance. The descriptive note on each catalog card (and this is repeated on all cards) makes evident if the patron has found the material desired. All material on one subject is thus assembled regardless of type and the patron can select quickly the material he desires and locate the same in open files just as he would locate a book on the library shelves after he has found it listed in a dictionary catalog for books.

Our American public, principally through its library instruction in the public schools and popular public libraries is rapidly becoming adept in the proper use of libraries. They easily discover that the visual aids are available through this same method of procedure. Thus well trained and experienced librarians are the most valuable assistants in properly carrying for a large collection of visual aids, in order to make the collection render full value to its clientèle.

# An Experiment In Independent Study For Library School Students

By BESSIE ELDRIDGE

*Assistant Professor, School of Library Science, Syracuse University, Syracuse, N. Y.*

**H**OWEVER trite it may seem to say so, the university library school instructor has a two-fold problem in the most literal sense. Two aims must always be kept in mind in planning and presenting each lesson. Otherwise the resulting personal product may be an insistent scholar, but not an efficient library worker or, on the other hand, there may be a practical master of details who does not bear very conspicuously what Albert Edward Wiggam calls "the marks of an educated man." In those library schools connected with universities to which undergraduates are admitted it is particularly important that the resulting degree shall represent not merely an accumulation of practical facts about library work, important though we grant those to be in themselves. Since the student is to be a college graduate as well as a bachelor of science from a library school, he may reasonably expect to acquire in the university along with his library training a liking for that culture, open-mindedness, mental independence and capacity for adaptability which should be the heritage of educated people. The students who come to the graduate library schools are usually substituting such work, either unconsciously or intentionally, for other graduate study. Such students should receive something of the benefits of such study in the way of seminar discussions and a chance for independent research at the same time that they must acquire a knowledge of new basic facts and details. There is a temptation for the library school instructor, faced with the problem of teaching mature students facts which are elementary in library work but new to them, to resort to the drill methods of his own grammar school days.

With this two-fold aim in mind, the education of the student for life and adequate preparation for good librarianship, I have felt with each year's experience more and more a necessity for some method of teaching that would:

1. Enable me to understand better the needs of each individual student. With each year's class I become more and more convinced that there is seldom a hopeless student in library school. There are many misunderstood students. There are many also who misunderstand themselves by over-valuing or underestimating their abilities. There are many whose personalities do not stand out as they sit among others in a classroom. But if an instructor could know every student intimately enough, I doubt if there would

often be one who would not seem to fit somewhere in the library world. One who has taught for several years in the same library school has only to look back upon the supposedly mediocre students who became successful after graduation to realize how easily a whole library school faculty may be mistaken about a single student.

2. Save the nervous strain under which so many library school students seem to work, that feverish activity with no clearly defined aims and discouraging results. Whether this is a common situation in other library schools I do not know but many of our students coming from the Liberal Arts College seemed to find it difficult to orientate themselves in library courses without going through the motions of a nervous breakdown. Coming from courses carried on by "lectures and required readings" methods they seemed panic stricken at the prospect of mastering a new set of facts like cataloging rules, names of reference books, etc., which must be learned.

3. Tell me by some satisfactory and unobtrusive method what work each student seriously aimed to do by himself. Even in library school there are leaders and leaners. For the student's educational good, if for no other reason, I sought a method which would be so personal in its contacts with the students as to make difficult the formation of such habits as the borrowing of information from other people's papers, writing book notes from imagination and the like.

4. Do away with the depression at examination periods when so many students seem to feel that their work has been in vain. In most universities instructors are required to report student grades and periodic examinations by them are expected, if not actually required. There are many things to be said in favor of examinations but it seems too bad when students preparing for as splendid a profession as librarianship are forced to, or at least not prevented from, focus attention throughout the term on an examination at the end and worry more and more as the time draws near lest the results shall not be commensurate with their efforts. Even graduate students and persons of otherwise mature judgment are inclined to over-emphasize the mere acquisition of grades unless their attention can be turned to the more important task of preparation for library service.

5. Eliminate the loss of time by the students with superior ability which results from equal assignments for everybody, at the same time not discouraging the mediocre and the slow thinking student. Certainly in a library school of all places we ought not to try to run everybody into the same mold. Some uniformity in library practices there must be, but not in library personalities. Obviously the quick, alert, highly intelligent person should get more out of a course than a slower one and should be given every opportunity to get it. There must be a minimum below which a student cannot go, but he may safely be allowed to choose his maximum for himself.

6. Lastly, a parallelism of library school exercises with actual library work seems very desirable. A

scheme which allows the instructor to plan problems in such a manner that, worked out as projects, simulate an actual library setting are more interesting to the students than theoretical discussions. Library students very generally from the beginning of the course look forward to the time when they can be doing real library work.

With all these problems and aims in mind, I began to study the various newer methods and experiments which are being used with students of college age, and about which information could be found in print. The Honors System which is being used wholly or in part in a large number of colleges and universities in the United States has been defined as "a program of independent study under the direction of a faculty adviser, superseding either in part or as a whole regular classroom work."<sup>1</sup> This method of teaching has so much in its favor that, according to Professor C. V. Boyer of the University of Oregon, no college is known to have entirely discarded it after having once put it into operation.<sup>2</sup> It gives the student a chance to plan his own work to some extent and to use his initiative unhampered by the necessity of preparing a certain definite lesson for each class period and keeping a supply of facts on tap in his mind for possible sudden quizzes. It promotes and gives preliminary training in habits of independent study and research. For the student of more than average ability it allows a more adequate opportunity for a full exercise of his powers. In fact, it is really a method for the superior student and most colleges using it reserve it for the upper third or fourth of the more mature groups. Its value for the slower student has not yet been very definitely determined. In a library school where the abilities of the members of the class may vary fairly widely it hardly seemed like the wisest scheme to use alone. The chief factor to be mentioned in its disfavor though is that of the extra burden it places on the teaching staff and consequent expense necessary to carry it on successfully. Just at this time neither the universities nor the library schools are prepared to make such an expensive adjustment of methods. Now when the teaching load of faculty members is becoming heavier instead of lighter it would hardly be possible to swing over to the Honors System even if it seemed in other ways feasible.

The Tutorial System used at Harvard and to some extent in many other American universities, including Syracuse, is another approach to the ideal of individual instruction for each student. Its stress on the personal element in education, the necessity for intimate and friendly contacts between the instructor and the student and the encouragement that it gives to students to pursue

independent lines of interest are all elements which we desire to incorporate into library school teaching. But here again is the problem of enough tutors to go around. It seems imperative at this time that, if our students are to enjoy any benefits of the Tutorial Plan it must be by some modified method.

The Two-Hour Conference Plan of Rollins College is another of the methods by which higher education has stepped forward. This has been described and discussed so well in many other places and by people so much more competent to do it than I that I shall here mention only one of its outstanding advantages—the one which I resolved at any cost to incorporate into my plan at Syracuse, if possible—it gives the student the help he needs while he is working on his problem and before he has started on the wrong track instead of waiting, as is the traditional procedure, until the student has finished his work and handed it in and then give him a low grade on his mistakes. In a professional course, like library science, it seems essential that a student should be set right as soon as possible and given every opportunity to do his work well. The library school instructor is a guide and leader more often than a judge. In a curriculum as crowded as that of library schools a two-hour conference plan for each class might not go in a twenty-four hour day, but its essential advantages need not be lost sight of.

Progressive education, particularly in the elementary and secondary schools, is carried on in many cases with the aid of a very useful device, the contract between teacher and pupil. I do not know to what extent college professors are accustomed to make contracts for work with their students, but it seems to me that in a library school the possibilities for its use are considerable. By it the student may understand at the beginning of a course just what essentials are required and what additional work may be done with the most profit on that particular subject. He may then organize his work for himself and do it, within certain limits, at the times when it seems most interesting to him. There is no question at all but that one works with less fatigue and with more profit when the work looks interesting.

With all of these paths toward the goal of more ideal educational methods for library school students in mind, I was given that final push of inspiration which I needed in order to start to do something about it by chancing upon an article in *Progressive Education* for June 1930, called "An Experiment in Individualized Instruction" by Eleanor Olmstead Miller, Instructor in Psychology and Education at Illinois College, Jacksonville. In it she described the practical working out of such a method with her class in a Teachers' College. If an individualized plan could be tried

<sup>1</sup> School and Society, 33:247-50.

<sup>2</sup> School and Society, 34:214.

with student teachers, why not with student librarians, thought I. While I have made considerable modifications in Miss Miller's plan I am grateful to her for the encouragement which she unconsciously gave me.

According to the scheme, therefore, which I have been following the course is divided into as many units as the subject naturally falls. The introductory course in Book Selection in which the experiment was tried happened to divide naturally into six specific subjects: Publishers' Series, Publishers, Annotations, Book Reviews, Printed Aids in Selection and Periodicals. The time devoted to the course was apportioned among these subjects. At the beginning of each new unit of study a copy of the problem for the whole unit is given to each student. This contains the subject of study, a statement of the aim of the problem when it is not already apparent, a list of references and three sets of problems, labelled C, B and A. The material asked for in the C problem represents the minimum essentials in the subject and those things which must be mastered by every prospective librarian. It is nevertheless considered a satisfactory amount of work and no student who does it consistently and creditably is ever referred to as a poor student. A student while working on a problem is privileged to ask questions and to receive help from the instructor either at regular conference periods or at any other times when the instructor and student can conveniently get together. This means that the instructor teaches practically all the time. Students are encouraged to bring their questions to the instructor rather than to consult other members of the class. They are also urged to recognize their own difficulties and avoid mistakes before they make them. Finished problems, which the instructor does not deem entirely satisfactory, must be corrected. This usually means doing a new problem which may approach the subject from a slightly different angle. When everything is satisfactory regarding the C problem the student is given a grade of C. The B problem represents extra work on the same subject. It gives the more able students a chance to do further work along the same line and to gain more experience in it. These problems represent study which is well worth a student's time but not absolutely essential. No credit is given unless the work is, in the opinion of the instructor, well done. The grade for a student who has creditably worked out both C and B problems is B. The A problems are for the distinctly superior students and planned to require work of a graduate quality. They demand such little research as is permitted within the time limits set for the problems and allow for some development of ability to organize material. The A problems are not accepted unless the C and B parts are also satis-

factorily done, when the student receives an A.

Some attempt was made to settle the question of grading for each student at the beginning. "What grade am I going to get?" is a question which always seems to be lurking near the surface in the students' minds, and receiving attention far beyond its literal importance. One of the aspects of my courses which I felt especially to need reforming was this matter of grades. The students were inclined to emphasize grades at almost any cost, sometimes even to the sacrifice of ethical principles. Neither was it an easy task to grade the students fairly and take into account the personal abilities of each. So the students in the Book Selection course were urged at the beginning of the semester to decide tentatively for which grade it would be advisable for each to work and brief conferences were held with the instructor to talk over that special matter. Of course, it was understood that grades could be raised during the term and that they might be lowered. In a class of thirty-five only two elected higher grades than they were able to sustain, but neither of these students were failures. The majority were very modest in evaluating their ability and several graduate students with good scholastic records were definitely urged to choose a higher grade than they at first mentioned. No one definitely agreed to do A work though two maintained it consistently through the semester and three others came up to it during the last half of the term. No grade below C was considered though the university allows a D grade, which carries with it no grade points. The students willingly agreed that for librarians there should be nothing between satisfactory minimum essentials and failure and of course no one taking a library course voluntarily would choose to fail.

The Book Selection course was scheduled as usual for two meetings a week but we did not feel bound to that schedule since individual student activity rather than recitations and lectures was felt to be the important item of the course. In reality the class usually did meet about once a week and always at the beginning of a new subject for study. Sometimes there were lectures by the instructor and sometimes exercises were worked on during part of the period, by the class as a whole, and then discussed. Group conferences were held freely to supplement the class work. At the beginning of the semester the number of individual conferences asked for was large but toward the end of the term the students became so independent as almost to cause anxiety. Of course many students were called to individual conferences at times when problems were being handed in and revised.

All quizzes were eliminated from the course, thus doing away with the constant cramming before each class by the conscientious students lest

a test be "sprung" on them and they be found wanting. By being assured that no quizzes would be given much time and energy was released for more practical problems. Some of the functions usually fulfilled by quizzes were achieved by class exercises done by students in group conferences more in the manner of games and not graded. At the beginning of the semester it was announced that a three-hour final examination, covering all of the essential work of the course, would be given at the end. The final test was to be used mainly as a check against the rest of the course to show up people who were becoming unduly dependent upon someone else and also to help determine the final grade for students whose work during the term had been uneven. When it actually came time to give the examination, it seemed advisable to excuse all those students who had done straight B or A work throughout the course. Such students were disappointed at having to prepare for an examination after having made such acceptable efforts during the term and there was no reason for having to do so. As a result, fifteen out of thirty-five students were relieved from taking the examination. Of those taking it, only one materially changed her grade. With this evidence at hand, and a strong student sentiment in favor of being judged wholly on the activity throughout the term, it has been decided to forego the formality of a regular examination at the end of the present term.

The course as herein described is obviously not without flaws, but for many of its deficiencies I see some hope of remedy. As it is, I am sure that the superior students have accomplished more work and enjoyed it more than they did under conventional methods. I am not so certain about the less able students, but believe at least that they are no worse off than they would otherwise have been. The students and I became acquainted more rapidly and began to understand each other more quickly than ever before. Our relations have, if anything, been more cordial and comfortable and unmarred by discussions and explanations of grades. During our conference discussions and in talks with individual students I have been surprised by the fund of facts and details which many students possessed about publishers, magazine prices, book lists, etc., which they have acquired as items of interest. The questions asked by students in classes and conferences have been more interesting and much more numerous than those of classes of former years. Through the personal contacts there has been a healthy change in attitude toward the work by some few students who at first seemed to be misfits. These adjustments might have come anyway, but would undoubtedly have been slower. The opportunity which the plan has given the

students to strike out a little for themselves, to make use of their own ideas, and to know that by their own efforts they can avoid failure has, I believe, done much for their morale. They have come to feel that the course is theirs and not mine—that they alone are the ones to be benefited by their work.

When toward the end of the term students were asked for voluntary expressions regarding the course, many of them offered opinions which were pertinent and helpful. Although they were not asked to sign their comments most of them did so. They were not slow to recognize and speak of the most obvious defects of the scheme. The unequal values of different student's work earning the same grade was commented upon by several. The most common criticism was that, after having done so much individual work during the term, the final examination was a disappointment. Only one student said that quizzes and drill work would have been more desirable. Spotlights like the following were thrown on the course:

"It instills a mature and wholesome attitude toward work in the student. It is definite and all is collected into one unit, each part being done in relation to the whole."

"A very instructive course in that very little is given us and much is required so that it is necessary to dig in order to get the assignments."

"The student can see just what he has a chance to do, decides what he wants to do and can do and goes ahead and does it. He knows just where he stands all the time, and his mark is entirely a matter of his own judgment and responsibility. There is no room for argument on either side of the question and no hard feelings result—the facts of the case are there and that is all there is to it."

"The methods of grading the problems and allowing the student to choose his own grade saves a good deal of worry over the grade."

Unanimously student sentiment was in favor of continuing the method during the second semester so it is going to be tried further in two Book Selection courses—one for public and one for school libraries—a course in school library administration and one in methods of teaching the use of the library. Two noticeable modifications are being made. As there is to be no examination, students who have real difficulty with any particular phase of the work will be given extra problems to help them approach their snags from a different angle. It is felt that this will be more worth while than much correcting and recorrecting of the original work by the student. This semester, too, emphasis is to be put particularly on the C problems as containing the essentials of the course and only students doing a high quality of work on the C problems will be encouraged or even allowed to attack the more special problems for a higher grade.

# Staff Spirit<sup>1</sup>

By EVA R. PECK

*Head, Business and Technical Department, Fort Wayne, Indiana, Public Library*

**I**N THIS talk today on Staff Spirit I am taking the liberty of dropping the word "Staff" and shall spend the time in thought upon the last word of the subject—Spirit.

We know the spirit in man, but it is difficult to define it. It is felt everywhere though it is never seen. It's not the mind or will but something which underlies them. It is the background of each of us before which we work, play and live our lives. It is only the right kind of spirit in the individual which leads to true happiness, for happiness is a by-product of something else—of work well done—of duty performed—of living for someone or some cause.

What are some of the elements or characteristics that go to make up a good working spirit in the individual? A few of them which occur to me are: The ability to dream—at the proper time—to see visions; to have ideals; faith in the value of labor and enthusiasm for it; willingness to cooperate with other workers, and loyalty to the cause and group with whom one may be associated.

Perhaps the first in importance of these characteristics are those of vision and faith in our work; an ideal towards which to strive,—not from a materialistic motive,—true ideals have little of the selfishly material about them. Robert A. Millikan, the physicist says, "An ideal is a concern for the common good as contrasted with one's own individual impulses and interests." Thoughtful men and women agree that the supreme need of the present hour is a new devotion to great ideals. In business, industry, church, science and the professions we need a renewed faith in the higher and finer things of life. A little more idealism and faith, converted into action and we may find that the present confusion has given way to a "New heaven and a new earth."

Somewhere I read recently that this is not the first time in the history of the world that the age was felt to be transitional. It is even said that the first words spoken by Adam to Eve as they stepped from the gate of the Garden of Eden were: "We live in times of transition." Every day is one of transition and only through transition can we progress. The direction of the march can be changed only by the spirit of man.

The realization of the ideal in practice requires faith. Aldous Huxley says we need faith be-

cause faith provides us with a motive, a stimulus, and incentive. We want the work of each one, and the whole life of each one to help, not hinder others, and to fit into the pattern of the entire world making of it a beautiful and not an ugly design.

The modern man and woman perhaps insist more strongly on free action and free use of intelligence than our ancestors did. They are less bound by convention but they recognize the importance of cooperation, altruism and the higher life. They know that "Man does not live by bread alone." Mr. Huxley says the reason we do not live on this higher plane of cooperation is because, while most of us consider ourselves rational, we are not wholly so. We know intellectually but that does not cause us to act. We must be stirred by an ideal—a vision—great enough to make effort worth while. The problem of every civilization has been to persuade individuals who are only partly rational, to cooperate for the good of society as a whole and to cherish in the midst of self-interests, the small flames of truth, goodness and beauty.

To all of us Loyalty is a common word and each one has his own definition for the word. It is one of the words not quite so much in vogue now as formerly. But I believe it represents a quality of spirit the value of which it would be hard to over-estimate. Josiah Royce says that "In its immost spirit it is the heart of all the virtues, the central duty amongst all duties." Our present age has grave doubts about what such duties are, what is really the best plan of life and what to do to realize the best. Whatever their decision may be it will require loyalty of the individual to the group idea to bring true success and happiness into life.

We want to live and work actively and energetically and yet in a serenity of spirit with our fellow men. To do this we must be willing to give loyalty to the cause and the persons with whom we work. Such a willing devotion of self to a cause results in an expanded spirit in the individual. I do not mean that we must always agree passively with orders or conditions that arise, loyalty to our ideals may make us fight for what we consider vital to them.

Let us think of ourselves as a unit working for the common good of all. In a recent magazine article on Soviet Russia the author emphasizes this sentiment, when in speaking of the workers there and their apparent acceptance of conditions

<sup>1</sup> Paper presented at Indiana District Library meeting, Fort Wayne, Indiana, on May 25, 1933.

he says, "They feel as if they are a part of this wonderful thing that's going on. They want to help. They get in the spirit of it, it's like helping to win a war." It is this attitude of mind or spirit which we must cultivate in our library lives. Every sensitive person feels the stress and strain of the present time. We are keyed up to an unusual pitch and our feelings vibrate to actions or words, which in more normal times would pass unnoticed. Let us be a little more careful of those feelings in others, be more tolerant with

each other, cultivate a sympathetic attitude of mind. There are few normal persons going about with the deliberate purpose of doing or saying things to offend others. There are many of us who, thoughtlessly say and do things that hurt. Let us withhold criticism until we understand conditions.

Shall we accept the present as a challenge to our vision and ideals of library service and by our spirit towards our work, each other, and our public show our faith in its value?

'Tis all a myth that Autumn grieves,  
For, watch the rain among the leaves;  
With silver fingers dimly seen  
It makes each leaf a tambourine,  
And swings and leaps with elfin mirth  
To kiss the brow of mother earth;  
Or, laughing 'mid the trembling grass,  
It nods a greeting as you pass.  
Oh! hear the rain amid the leaves;  
'Tis all a myth that Autumn grieves!

—From *Autumn's Mirth* by SAMUEL MINTURN PECK.

# THE LIBRARY JOURNAL

October 1, 1933

## Editorials

THE NEW DEAL and its future effect upon library work, is a question of vital importance to all librarians at this time.

Mr. Milam, in his article on the New Deal, does not pretend to answer this and other relative questions for most or all of these topics are to be discussed at Council meetings this month. He does, however, present certain facts, pertinent to the N.R.A., that librarians should be familiar with. His understanding of the President's Reemployment Agreement is that it does not apply to tax-supported libraries, but he tells of one library that has accepted the agreement for all departments as a "means of showing approval of the plan." One Indiana library has also joined the N.R.A., with reservations pending on the A.L.A. Code for libraries, and has reduced its working hours from forty-four to forty hours per week, with reductions in salary accordingly. Libraries should meet, as far as possible, the specifications of the President's Agreement, even if they are exempt from its provisions, in order to hasten national recovery. They are bound to expand to meet the challenge of the present times, to meet the present needs of the people who have more leisure time on their hands to spend in study or reading, but more generous support of their work must be given to allow them to function fully. W. C. Jackson in a recent article published in the A.L.A. *Bulletin* on "The Library and the State" said: "We may look, in the near future, for additional support by the government and, in the later future, for . . . increasing control of public libraries." Increasing support must come for with the steady increase of circulation, an increase as high as 64 per cent during the last four years in the Oakland, California, Public Library, funds for new books, for rebinding, and for complete community library service must be forthcoming.



WE DO OUR PART

## THE LIBRARY JOURNAL

**A**COPY of the A.L.A. mimeographed bibliography on the N.R.A., prepared by Jerome K. Wilcox of the John Crerar Library, should find its place in the reference room of every public library. This list of 1800 references to books, pamphlets, business, labor and trade journals should be a ready source of information not only on the N.R.A. but also on other new governmental agencies.

**I**N 1931 the A.L.A. Committee on International Relations, in preparation for the 1933 International Conference, recommended to the A.L.A. Executive Board a volume on the status of the popular library movement in the various countries of the world. Dr. Bostwick was secured as the editor and the timely volume, *Popular Libraries of the World*, has just been published by the A.L.A. Although seventy nations were solicited for contributions, only forty-eight responded, but the fifteen nations sending delegates to the Chicago Conference are all represented in this volume with the exception of Roumania. Librarians might well peruse this volume before attending the Conference in order to understand the scope of the popular library movement in other countries, and realize that in many cases library practices abroad are far in advance of the United States. Much credit is due to Dr. Bostwick for his fine editorship of the volume, to Dr. Bishop as chairman of the Committee on International Relations which conceived the plan of the volume, and to the generous translators who volunteered their services.

**T**O PRESERVE the advantages of the system (of inter-library loans) and to rid ourselves of the evils is a problem that must be solved within the next ten years," said Charles H. Brown of Iowa State College in an article on this subject published in THE LIBRARY JOURNAL in 1932. The pertinent problem at that time was the high cost per volume to the two libraries concerned, but the University of California has now solved this problem by putting in a service charge for inter-library loans. The plan of the University of California is that the borrower will assume the excess over the average cost of service rendered on the premises and is, we believe, the first library to adopt such a plan. In the face of reduced budgets this seems a wise decision and it is interesting to note that the beginning of a solution has been made within a year after the discussion of the problem by Mr. Brown. Perhaps before the ten year ultimatum, the larger libraries will get together on this matter and adopt a common program.

# Everybody's Business

"Public Libraries are state authorized agencies, expressing a state policy. Their very existence indicates the state's recognition of education as a necessary and a continuing element in the permanence of democracy. Two distinct processes are in constant operation in every society. One is the discovery or advancement of ideas, and the other is their diffusion and distribution among the masses. One is as important and as necessary as the other. Discoveries are usually made as a result of experimental endeavor. Research is one of the characteristics not alone of our age but of every generation. Always there are problems to be solved. Always men have sought a more efficient, a more satisfactory method of conducting the business of living. But discovery is only half the process. To make the new ideas available for popular consumption is just as important. New information is being constantly added to our collection of human knowledge. And to bring this information within reach of the public is the function and purpose of the public library. No other agency in the community has precisely the same function or can serve the same purpose. None other is both a reservoir and a fountain, preserving the values of the past and distributing them in the present. Systems may change. Economic policy or social conditions may vary with each generation, but the quest for knowledge, the desire for information, will persist as a quality of human nature. The library exists to cultivate and develop that quality by supplying the materials for its satisfaction. Shall we sacrifice culture to comfort? Shall we make material values more significant than culture? We answer this question in proportion as we continue to support, unhampered and unhindered, our educational institutions. Let us give to our library the devotion which it deserves in an enlightened and civilized community."

—Rabbi Samuel H. Markowitz.

"No city should long be happy with a poor public library. It is often judged by the kind that it gives to its people. It takes a most competent person to head a good library—and many competent heads to adequately stock one. It's like a great free university—for in it should be found every sort of good book, and no decent book should be barred from its shelves. All opinions should be included in every vari-



ety of work. Citizens in every walk in life should be interested in building such a library in the community, and all should contribute to its life and success. There would be fewer people in jail if there were bigger and better free public libraries—and there would be fewer idle people on the streets unwilling to work. Well-informed people think—and want to work."

—George Matthew Adams.

"Here of late we have heard much about taxation. Everyone who can get the public ear is telling how to reduce taxes, what could and should be eliminated. The survey of the reports from different sections discloses the library has no exemption to this general demand. In some localities they are making flat mathematical reductions, that is, 10, 15 or 20 per cent, and in other places they have gone so far as to close the library from public use. Those who have closed the library have shut out the light of all the ages and the flashes of intelligence of the present. Library expenses cannot be cut in a mathematical way. We join with those who plead for economy but chiseling the library fund should be done cautiously and then only after due consideration of the community's needs and a careful checkup on the circulation of books, the extent and extension of its loaning and its effect upon the community."

—Judge Dan Pyle.

"Suppose a family's budget for food looked like this: Meat, per month, \$12; Milk, per month, \$5; Groceries, per month, \$35; and Salt, per month, 10 cents. What would you think of the brains of the head of the house if he said, 'Strict economy being necessary, let us cut down on the salt?' But to cut down on the relatively tiny amounts a community spends on its public library service is to cut down on the intellectual salt which gives savor to most of life; which brings out the flavor and the meaning of many of life's happenings; which, especially in times of material hardship and privation, can do more than any other one factor to make life palatable. Don't cut the salt out of your budget!"

—Dorothy Canfield Fisher.

## Book Reviews

### Architectural Planning Of The American College

FOR SEVERAL years the Association of American Colleges has conducted as a part of its Fine Arts program an Architectural Advisory Service for its member colleges. This volume<sup>1</sup> is the outgrowth of the practical experience in designing college buildings and in giving advice on problems in planning of the liberal arts college through that service.

The authors are well-known authorities. Mr. Larson is a practicing architect in the field of college development planning, and Mr. Palmer is the Associate Secretary of the Association of American Colleges. They have endeavored to enumerate the procedures to be followed and the factors to be considered in securing the greatest aesthetic as well as economic return on the investment in a college plant.

The book should be of value to college presidents, trustees, faculties, members of building committees,—in fact, all persons interested in education and the architecture interpretive of educational ideals and adapted to physical needs consistent with those ideals.

It aims to set forth the history and the development of the Architectural Advisory Service; to stimulate, encourage and help those concerned with college development programs; to appraise the principles involved in campus planning and the designing of college buildings of lasting worth; and to illustrate tested procedures which can be readily adopted for guidance in individual situations. Recognizing, however, that the matter under consideration, the rendering of architectural advisory service in the field of college architecture is a continuing process, the authors consider this volume as introductory, and have not concerned themselves with those intricate details of architectural professional practice.

About half of the book is devoted to "Planning of Buildings," with brief discussions on "Character in College Architecture," "The Architect and the College," "The Planning of the Campus." It is well printed and bound, and profusely illustrated from photographs, plans and other material taken from the extensive files of the Association.

Enthusiastically I anticipated the treatment of the Library. Mr. Larson is the architect of that masterpiece, The Baker Library at Dartmouth,

the aim and ambition of many a college librarian. The frontispiece, a charming view of this building, suggested the possibility of valuable firsthand discussion later in the text. But from the very nature of the book I was doomed to disappointment. In the twelve pages devoted to the planning of the Library one finds little that is not contained in journals and books in more detail already conveniently available to college librarians. The statements made are concise and accurate. Reference and summaries are made to and from James T. Gerould's *The College Library*, and William T. Randall's *The College Library*, both of which should find places on the librarian's shelves. Of the illustrations in the text of this part of the discussion, one wonders whether availability has not been perhaps the reason for inclusion. One would rather have found here illustrations carefully selected because they make clear fundamental principles or special features of design or construction which had so manifestly proven themselves as to demand their consideration in any new planning. We hoped for the Architect's comment as to whether a feature cherished by librarians is good and another weak, and why, rather than some of the more obvious routine facts. We looked for real discoveries in new ideas of planning the architects might have made in this extensive experience, which carefully executed would greatly enhance the library's usefulness, and which might even show us new processes in library science. Perhaps this will come in a subsequent volume.

—JOHN A. LOWE,  
*Director, Rochester, N. Y., Public Library.*

### Colon Classification

THE *Colon Classification*,<sup>1</sup> by the librarian of the Madras University Library, author of *The Five Laws of Library Science* (1931), is rather an organon for constructing a scheme for classifying books than an elaborate series of detailed schedules. The basis of the work is *relation*—the bearing of one topic upon another, the aspects of a subject, the forms and modes of presentation of the subject matter. The symbol by which these relations are indicated is the colon (:). While the Brussels expansion of the Dewey decimal classification used the colon to express relation, its use there was not fundamental to

<sup>1</sup> *Architectural Planning of the American College* by Jens Frederick Larson and Archie MacInnes Palmer. N. Y.: McGraw-Hill, 1933. 181 p. \$2.00.

<sup>1</sup> *Colon Classification*, by S. R. Ranganathan. Madras: The Madras Library Association; London: Edward Goldston, Ltd., 1933. 3 pt. in 1. O (Madras Library Association, Publication series, 3).

the system, as it is in the *Colon Classification*.

The field of human knowledge is divided by Mr. Ranganathan into twenty-seven main classes, designated, as in the Cutter system, by the letters of the alphabet, plus a section of Generalia numbered "9," in which are included bibliography and libraries. The main classes are further subdivided in a variety of ways: "canonical" divisions include subordinate sciences and the like; divisions based on "characteristics" cover such subdivisions as "problems,"—practically synonymous with special topics,—substances and materials under the sciences and the arts, and other forms of subdivision peculiar to the subject. These "characteristics," each furnished with a separate series of decimal numbers, are used to "amplify" any subject, the number being preceded by a colon to express the relationship. Further amplification is possible through (1) "common subdivisions," twenty-three in number, such as bibliography, cyclopedias, etc., as well as others less usual—instruments, conferences, bills, departmental reports, statistics, travels; (2) geographical divisions numbered somewhat like Cutter's local list; (3) language divisions; (4) chronological divisions. The geographical list makes no provision for cities; for further subdivision of an area the author suggests using "east, south-east," etc. Convenience in finding a book or a subject is completely ignored in the scheme; logical sequence is pervasive and relentless. The date takes the place of the usual alphabetical sequence in ordinary library practice. Books are numbered by date of publication, periodicals by date of first volume, institutions by date of foundation, chemical elements by date of discovery, scientific and philosophical theories by date of announcement or promulgation.

Precise and well-worded rules are given regarding the formation of class numbers. Unfortunately, examples are so sparsely supplied that some practical points are left unexplained and doubtful. The present reviewer, after carefully reading the book, is still uncertain of one essential point in forming a class number, namely, where to place the *first* colon in classes where several "characteristics" may be used. Some main classes are divided by both "canonical" and "characteristics" divisions; others have only "characteristics," each numbered by a new series of decimals. Duplication of number seems to be inevitable when these divisions are used coordinately with the same class letter. For example: M (Useful arts) is divided decimaly, first for the several arts, M1 to M9; one of them, M7 (Textiles), has "material or M characteristics" numbered decimaly 1 to 6 for cotton, wool, etc.; these are

followed by "work or W characteristics" numbered 1 to 8 for spinning, weaving, etc. Now, the number given in the index for wool in this connection is M7,M,2; the number for spinning is M7,W,2. As the numbers used by the author as examples omit the "characteristic" letters, we infer that the number for wool is M7:2 (or is it M72?); and the number for spinning (in general) is M7:2 (or is it M72?). Again, the index gives the number for "cells" under botany as I,O,II, and for "nomenclature" under botany the number I,P,II. If we omit the "characteristic" letters O and P, we have the same number I:II to designate both cells and botanical nomenclature. An example of a highly specialized number, furnished by the author, shows how the class numbers look: O: 2J64: 90P111: J: 30B28. This is the class number for a work treating statistically of the words used by Shakespeare. The "J64" is the date 1564; the "O" is the symbol of the "bias" number, except at the beginning, where it stands for Literature; B28 stands for statistics. The book number would be a date symbol affixed to this class number.

Aside from its possible use as a system of classification, the *Colon Classification* furnishes, in its extensive lists of classics of India, information that should be welcome to classifiers in university libraries having considerable India material. Many works of Sanskrit literature, and others in the fields of Hindu philosophy and religion, are listed in systematic order, thus illustrating both the correct titles of these works and their relationship to one another.

Defects, from an American point of view at least, may be pointed out. The geographical list arranges the states of the United States in sequence beginning with New York and ending with Rhode Island, the six New England states coming at the end of the list after Ohio. By some curious misunderstanding, "Columbia" appears between Washington and Montana! The task of keeping books correctly arranged on the shelves must be no light one; the correct sequence for the following numbers is indicated by the author: L:2, L:3, L:4:68, L2, L2:3, L24, L24:4. One would think that the use of lower case l(el) at the end of a geographical number, to express a society located in a given area, would cause confusion, as in the author's book the same character is used for figure 1 and letter el, lower case. Capital O is the same as the figure 0 used for the bias number, or hardly distinguishable from it. This pitfall was avoided, however, in compiling the chronological table, from which the letter O is omitted.

—WILLIAM STETSON MERRILL.

# Current Library Literature

## ARCHITECTURE AND BUILDING

Atlanta University Library, Atlanta, Ga. views, plans. 119 E. 40th St., New York. *Architectural Record*. 73:323-328. 1933.

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W. F. Brooks, architect. Adjacent to the Public Library, but dissimilar in architecture. Completed, Nov., 1931, at cost of \$87,000, excl. of furniture. Illustrations: exterior, interior, and plan.

E. L. Doheny Junior Memorial Library, campus of University of Southern California, Los Angeles, California. Mt. Royal & Guilford Aves., Baltimore, Md. Illuminating Engineering Society *Transactions*. 28: 572-573. 1933.

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Sherman, C. E. The influence of climate on library architecture. *A.L.A. Bull.* 27:293-300. 1933.

—See also COLLEGE (Boston); SCHOOL (Smith).

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Hammond, W. J. Texas centennial and the librarians. *News Notes*. 9:5-6. 1933.

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*Quarterly Cumulative Index Medicus subject headings and cross references*, 1931. Chicago: American Medical Association, 1932. 414 p.

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—L. C. card: adapted.

—See also BOOK SELECTION (Sweet, Syracuse); CHILDREN'S (Washburne); EXHIBITS (Metropolitan); LIBRARIANS (Illinois); SCHOOL (Vermont); SPECIAL COLLECTIONS (Peking).

## BOOK INDUSTRIES AND TRADE

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Confusion in changed titles. Includes a communication by A. T. Chapman, Montreal.

Brome, H. V. What's in a title? Warwick Sq., London, E.C.4. *Bookman*. 83:393. 1933.

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Kelly, F. C. They're wondering what you'll read. 386 Fourth Ave., New York. *Bookman*. 76:269-274. 1933.

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—See also RADIO (Books).

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## BOOK SELECTION, ORDER WORK, ETC.

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—See also BOOK INDUSTRIES (Book); BOOKS AND READERS (Hart, Hermann) CATALOGING (Cannon); CHILDREN'S (Root); REFERENCE (Illinois); SCHOOL (Botset, Happold, New York, Vermont).

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"... including fresh new volumes of selected classics in any library's displays of books for recreational reading."

Herrmann, Wolfgang. Germany's blacklisted books. 10 Ferry St., Concord, N. H. *Living Age*. 344:430-432. 1933.

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Ingle nook; need we starve for books? Wm. Weld Co., London, Ont., Can. *Farmer's Advocate and Home Magazine*. 68:185. 1933.

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—See also BOOK INDUSTRIES (Henderson, Kelly, Steffan); COLLEGE (Geberich, Hunt, Velte); EXTENSION (American).

#### CATALOGING, CLASSIFICATION, ETC.

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—See also BIBLIOGRAPHY (Cowles).

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Washburne, C. W. An objective analysis of children's books. In: National Education Association of the United States. *Addresses and Proceedings*. 70:370-371. 1933. \$3.

—See also SCHOOL (Vermont).

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—See also TRAINING (Ellsworth).

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—See also SCHOOL (National: viii. Rural and state library practices).

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Prize winning exhibits of libraries.

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Lorimer, G. R. The bird exhibit in the Redpath Library (May 15-September 1, 1933). (Montreal, Can., 1933.). 1 l. illus.

Reprinted from *The McGill News*, June, 1933.

Metropolitan Museum of Art. Plant forms in ornament. A joint exhibition by The New York Botanical Garden, The Brooklyn Botanic Garden, and the Met-

*Metropolitan Museum of Art.* 5th Ave. and 82d St., New York; The Museum, 1933. pap. 8 p.

Introductory note signed by H. E. Winlock. Includes list of plant forms represented in objects in the exhibit and periods and classes of objects; brief reading list. Additional notes and illustrations appear in the Museum's *Bulletin*, June, 1933, and, in conjunction, a list of books, representing the collections of eleven Metropolitan libraries, entitled, "Plant forms in ornament," comp. by M. F. Baldwin, commences serially in The New York Public Library *Bulletin*, 37:511-525, June, 1933. This compilation will also appear as a separate.

—See also BOOKS AND READERS (Hart, Hobby); SCHOOL (Horton).

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Librarians,  
Please Note

A MAN claiming to be my brother appealed to a librarian in another state recently for aid. I have no brother and no other known relative by the name of John David Gillis. I am sorry if librarians, in addition to the one who notified me, have been approached by anyone using my name.

—MABEL R. GILLIS,  
California State Librarian.

# The Open Round Table

## The Dewey Classification And The Special Library

IT BECOMES more evident as the Dewey Classification goes through successive editions, and as libraries are becoming larger, that many librarians are becoming discontented with it, and it has been ascertained that many are changing over to the Library of Congress and other schemes.<sup>1</sup> While being approved of for popular lending libraries and reference collections,<sup>2</sup> it has been found that many of the classes are badly in need of expansion, and that most special libraries find it impossible to use the Dewey scheme without making additions. In a recent article this has been criticised in the thirteenth edition, as has also the fact that the numbers for some subjects are becoming of great length, examples being given.<sup>3</sup>

It is accepted that the editions of Dewey change very little or not at all in some subjects, but to further illustrate this the following rough figures have been prepared. The subject ophthalmology was chosen because medical libraries probably form a comparatively large portion of special libraries, and the former subject is an important branch of medicine. The three places in which the eye is dealt with in Medicine are given and the number of places allotted to each in Dewey are appended.

	Dewey	12th ed.	13th ed.
Anatomy, 611.84-611.847.6,	circa	23	23
Physiology, 612.84-612.847.	"	57	122
Diseases, 617.7-617.79.	"	10	10

The figures are very rough but they indicate the fact that while two aspects of the subject have remained stationary, the third has increased more than 100 per cent.

To compare the number of places given to diseases of the eye, a subject chosen at random, by various schemes of classification, the following rough figures are given.

Dewey, 13th ed., 617.7-617.79.	circa 10 places.
Library of Congress, RE,	" 100 "
Brussels, 617.7-617.78-089.87.	" 400 "

The need for expansion of this subject in Dewey is obvious, for although the figures given are only approximate they serve their purpose.

The Library of Congress scheme has found much favor in recent years both in America and England.<sup>4</sup> The fact that each class is published

separately complete with an index has assisted in this, and there are possibilities of still wider usage for this comprehensive scheme in the near future.

That momentous Belgian expansion of Dewey known as *La Classification Décimale* is also used to an extent in special libraries. It still requires an index, but it is constantly under revision, and it is a pity that the main outline of the scheme could not have been altered. It has been adopted in the Science Library at South Kensington, London, and is called "international" and even "universal." The former it probably is, but universality has yet to be attained.<sup>5</sup>

No classification scheme published so far is perfect. Some librarians consider that no existing one is suitable for their purposes and either concoct new ones, or make additions to the one considered best from their point of view. Each library has to receive individual consideration for they all differ in some respect and there appears no possibility of one scheme supplanting all others and being used in every library the whole world over, although this is probably the Utopia of most classifiers.

—JOHN L. THORNTON,  
*Thane Library, University College,  
London, England.*

## Cooperative Publishing

SCATTERED over the Borough of Queens in the City of New York are a number of small private cemeteries, mementoes of the time when families owned their own burial grounds, and generation after generation was laid side by side in the family plot. Some of these cemeteries were in use for over 200 years, and contain gravestones dating back to the end of the 17th century. With the march of progress, and the growth of the large public cemeteries, many of the private ones were neglected and in time almost forgotten. But these half-forgotten cemeteries formed the basis for an interesting cooperative study recently completed by the Long Island History Collection of the Queens Borough Public Library and the Topographic Bureau of the Borough of Queens.

It remained for a cemetery to bring a division of the library and the Topographic Bureau together. When the City of New York began the surveying of new streets, engineers of the Topographic Bureau of the Borough of Queens discovered that many of these old private grave-

<sup>1</sup> *Some Impressions of the Public Library System of the United States of America.* Published by the Carnegie United Kingdom Trustees, 1927, page 58.

<sup>2</sup> *Public Libraries Committee Report on Public Libraries in England and Wales.* 1927, page 194.

<sup>3</sup> Radtke, E. S., *Spec. Lib.*, 24:37-40, 1933.

<sup>4</sup> Bushnell, G. H., *Spec. Lib.*, 24:41-3, 1933.

5 Bliss, H. E., *Spec. Lib.*, 56:435-5.

yards were situated within the curb lines of the projected streets. A small cemetery in Nassau Heights was found to lie entirely within the intersection of 63d Avenue and 81st Street, several others were crossed by new streets, or had a corner lying within the curb line. Mr. Charles U. Powell, Engineer in charge of the survey, felt that the record of these cemeteries should not be lost. Weather and vandals had already made their inroads upon the stones, and within a few years nothing would be left. Mr. Powell therefore assigned one of his assistants to copy the inscriptions, and to make maps showing the location of the graves in each cemetery. Each stone was assigned a number and this number was indicated on the map. The work was done with the minute accuracy typical of an engineer.

As the survey progressed, the number of cemeteries listed increased. In 1932 the manuscript had grown to sizeable proportions, and it was decided to prepare it for publication. The original plan was to publish the work in the City Record, but this proved inadvisable, so it was necessary to have the publishing handled by another agency. The Topographic Bureau had had some casual relations with the Long Island History Collection of the Library, usually in relations to the early history of local streets and roads. The Curator of the Collection became interested in the record of cemeteries, and when the question arose as to its publication, the Library was suggested as a possible publisher. Negotiations were begun between the Topographic Bureau and the Board of Trustees of the Library, and it was finally decided to allow the Library to publish the book.

The surveyor's field books, containing the data collected, were photostated and the prints were turned over to Miss Alice H. Meigs, at that time in charge of the Long Island Collection. She undertook the work of editing the data, and the Library assumed the responsibility for the production. Miss Meigs was the logical person to handle the work because of her thorough knowledge of the history and genealogy of Long Island. The Collection had in its files earlier lists of gravestone inscriptions from some of the cemeteries represented in the surveyor's reports, and these were used as a check upon the work of the Topographic Bureau. In the case of mutilated or weather worn stones, a careful comparison was necessary, and detective work of no mean level was necessary to make out the information which had been nearly obliterated. Sometimes only a year or month were decipherable, occasionally a first or second name, but from these clues a practically complete inscription in many cases was built up. In such instances, the supplied material

was added in brackets, leaving the original material unaltered. In some cases, gravestones had been entirely removed from the cemeteries before the Topographic Bureau made its record, but the earlier records indicated the missing items, so they were added as notes to the Topographic Bureau's report. As it now stands, the book represents the most complete listing of the twenty-three local cemeteries that has been made, and it is unlikely that any later historian can add to it, since the stones are in such poor condition. Such completeness could only be achieved in a cooperative work of this kind.

—HARRY B. DEVEREAUX,  
*Curator, Long Island Collection,  
Queens Borough Public Library.*

## Civilian Conservation Camp Libraries<sup>1</sup>

**4. LIBRARY SERVICE, ETC.—a.** The library service for the Civilian Conservation Corps will be organized along the lines of the present library service of the Regular Army.

**b. (1)** The library service for the Civilian Conservation Corps Camps will consist of the following:

- (a) Magazines and periodicals, a few copies each of the more popular kind.
- (b) Daily, and if considered advisable, weekly newspapers, possibly four different ones.
- (c) Stationery and writing material based on six sheets of paper and two envelopes per man per week.
- (d) Books.

1. A traveling library, allotted on the basis of one for each camp, consisting of approximately 100 books of fiction, nature, and travel.

2. A permanent library for each camp, or company, consisting of reference works, books, and pamphlets on forestry, dictionary, textbooks, and books of a more general nature that should always be on hand.

(2) The money for the services indicated in (1) (a), (b), and (c) above has been allotted for the number of men enrolled on May 1, 1933. As additional money is needed, allotments will be made, as funds become available. It is suggested that the list of magazines include three or four on nature subjects, such as *Nature*

<sup>1</sup> Excerpt from the C.C.C. Circular No. 5, War Department Washington, May 29, 1933, entitled "Welfare Regulations for the Civilian Conservation Corps."

*Magazine, American Forests, Natural History, and American Game* containing articles relating to the trees, plants, and animal life in the forests. The four named magazines have been requested by the Forest Service and the National Park Service and as many copies as desirable should be furnished. Arrangements should be made direct with the publishers of these four magazines as better prices can be obtained than through a dealer.

(3) The libraries will be purchased by The Quartermaster General and shipped to places designated by the corps area commanders. When a "company" has been established in its permanent camp, corps area commanders will notify The Adjutant General, who will arrange for the libraries to be shipped to the nearest freight or express office for the camp. The books in a library will be arranged in two groups; i. e., those which belong to the permanent library and those belonging to the traveling library. Those books which are to form the permanent library of a camp will be clearly designated and will be kept in the "company" as part of its organization equipment. The permanent libraries will be the same for each camp and will be marked "Library Number 10." The traveling libraries will be arranged in sets of nine libraries each. Corps area commanders will list the camps in groups for traveling library purposes so that they may be exchanged within the set in the simplest manner. This will be taken into consideration when the shipment of a traveling library is requested. Libraries, within a set, will be numbered from 1 to 9, inclusive, and each title in the set of traveling libraries will be different.

(4) Libraries will be ready for shipment shortly after June 15, 1933. Corps area commanders will arrange their grouping and will make a request for the shipment of libraries, designating the number of the traveling library to be shipped to each place. The libraries within a set may be exchanged in accordance with a schedule arranged by the corps area or district (sectional) commander.

(5) All books and pamphlets furnished by the Forest Service are to be treated as part of the permanent library and not to be classed as expendable supplies.

(6) Suggestions as to additional books to be purchased for permanent libraries are requested.

(7) Arrangements should be made to utilize the books available in local and state libraries.

(8) No money for library services stated in (1) (a), (b), and (c) above will be expended by the corps area commanders until the men have reached their permanent camps, but arrangements should be made for the services as soon as possible for the authorized number of camps in each corps area, and no more than \$117.10 will

be expended for each camp for 6 months for these three services mentioned in (1) (a), (b) and (c) above . . .

By order of the Secretary of War:

—DOUGLAS MacARTHUR,  
General, Chief of Staff.

## Service Charge For Inter-Library Loan

COPY of the letter sent recently to libraries with which the University of California Library, California, have inter-library loan relations and of the slip setting forth details of the service charge:

The cost of service rendered by this Library through inter-library loan, averages rather more than 68¢ per volume. We can no longer see our way to defray the cost of such service, amounting in the course of a year to a considerable sum, from our reduced budget. Under present conditions it becomes necessary to require institutions and individuals who ask and receive special service, to pay what that special service costs; that is, to assume the excess over the average cost of service rendered on the premises. Accordingly, the library is initiating a policy of a service charge for inter-library loans, effective September 1, 1933. The details are set forth on the enclosed slip.

Naturally we shall not expect to charge for lending and escape a corresponding charge when we borrow. It is my personal belief that the larger libraries would do well to get together on this matter and adopt a common program. We shall be glad to cooperate in any undertaking of the kind, and to change the amount of our service charge if necessary to conform to any plan which meets with general agreement.

(Signed) HAROLD L. LEUPE, Librarian.

### The University of California Library Inter-Library Loan Notice

Beginning September 1, 1933, there will be a service charge for books sent by the University of California Library on inter-library loan. It is not desired further to restrict the privilege of borrowing, but economic conditions make it necessary to require that at least part of the cost be defrayed by the borrowing library. The service charge on a transaction involving a single volume will be 50 cents. Additional titles included in the same request will be charged for at the rate of 25 cents each. Every numbered volume or part of a serial publication is considered one title.

Short references often can be photostated at a saving to the borrower. In such cases we shall supply photostat prints, in accordance with the following schedule:

Exact size, small prints, 11½" x 18", negative 25¢; each positive 20¢ additional.

Exact size, large prints, 23" x 18", negative 45¢; each positive 40¢ additional.

Enlargements or reductions, 50¢ additional for each first print.

Minimum charge 50¢.

# In The Library World

## More About The A. L. A. Conference

### College and Reference Section

TUESDAY, OCTOBER 17, 2:30 P.M.

#### General session

Reading as Part of the Program of Higher Education—Dean Charles H. Judd, School of Education, University of Chicago

Are Current College Library Reading Experiments Merely Costly Fads?—panel discussion led by the chairman of the section. Participants will be Leon Carnovsky, Graduate Library School, University of Chicago; Donald B. Gilchrist, University of Rochester Library, Rochester, N.Y.; B. Lamar Johnson, Stephens College Library, Columbia, Mo.; Guy R. Lyle, Antioch College Library, Yellow Springs, O.; Robert A. Miller, University of Iowa Departmental Libraries, Iowa City; and Louis S. Shores, Fisk University Library, Nashville, Tenn.

#### Business meeting

WEDNESDAY, OCTOBER 18, 2:30 P.M.

*College Librarians' and Staff Members' Round Table*—Charles B. Shaw, Swarthmore College, Swarthmore, Pa., presiding

Address—Ernest H. Wilkins, President, Oberlin College, Oberlin, O.

The Librarian as Bibliographer—Donald Coney, Newberry Library, Chicago, Ill.

The Librarian as Writer—Gilbert H. Doane, University of Nebraska Library, Lincoln

WEDNESDAY, OCTOBER 18, 2:30 P.M.

*Reference Librarians' Round Table*—Robert J. Usher, Memorial Library, New Orleans, La., presiding

The Use and Abuse of the Reference Library—Louise Franklin, Public Library, Houston, Tex.

Reference Work at the James J. Hill Reference Library—Helen K. Starr, James Jerome Hill Reference Library, St. Paul, Minn.

Experiences in Departmentalization—Amy Winslow, Enoch Pratt Free Library, Baltimore, Md.

The Huntington Library from a Reference Angle—Anthony Gabler, Henry E. Huntington Library, San Marino, Calif.

### Museum Group of Special Libraries

A JOINT meeting of the Museum Group of S.L.A. and the Art Reference Section of A.L.A. will be held Monday, October 16th at 10:00 A.M. at the Art Institute of Chicago. Alfred E. Hamill, a trustee of the Art Institute will welcome the visiting librarians and Miss Wiebe A. White,

assistant librarian of the Ryerson and Burnham Libraries, will talk on the history and service of these libraries. Mr. Daniel Catton Rich, associate curator of paintings, will then give a lecture illustrated with lantern slides on the Century of Progress Exhibition of Paintings. Mr. Rich who was active in assembling this exhibition, is a recognized authority in the field of painting and is thoroughly equipped to discuss the collection.

On Wednesday at 10:00 A.M. the Group will visit the Museum of Science and Industry, the Field Museum, and the Oriental Institute. The final session will be held at the Chicago Historical Society Wednesday at 2:30 P.M. where the Director, L. Hubbard Shattuck, will speak and the report of the Survey of Art & Science Museum libraries will be discussed.

*Joint Meeting of the Public Documents Committee of the A.L.A. and the Civic-Social Group of the S.L.A.*

MONDAY, OCTOBER 16, LUNCHEON—

### STEVENS HOTEL

Subject: American Municipal Documents

1. An effort to improve their content. Clarence E. Ridley, Executive Director, International City Managers' Association.
2. Bibliographical needs. Miss Rebecca B. Rankin, Librarian, Municipal Reference Library, New York City.
3. Publication trends. C. E. Dornbusch, Special Assistant in Government Documents, New York Public Library.

WEDNESDAY, OCTOBER 18, LUNCHEON 12 M.

### —INTERNATIONAL HOUSE

Meeting of the Civic-Social Group of the S.L.A. Principal speakers: Prof. Leonard D. White,

Dept. of Political Science, University of Chicago; Robert Myron Paige, Executive Secretary, Governmental Research Association, Chicago, Illinois.

### Open House for A.L.A. Delegates

THURSDAY, OCTOBER 19, 3:30-5:30 P.M.

OPEN HOUSE for A.L.A. delegates will be held at the Illinois Host Building on the Century of Progress Exposition grounds, Thursday afternoon, October 19, the date officially designated by Fair officials as American Library Association Day. Hours will be 3:30-5:30 and delegates will be admitted to the reception on their badges. Fruit punch will be served, without expense to the A.L.A. Between 4:00 and 4:30 several authors or literary critics will give very brief talks: Harriet Monroe, Fanny Butcher, Vincent Starrett, Llewellyn Jones and Sterling North having already agreed to do so.

### Combined Book Exhibit

THE PLAN of the Combined Book Exhibit, during the week of the A.L.A. Convention at the

Stevens Hotel, by Thomas J. McLaughlin of The Bookmobile, has the authorization of the A.L.A. Books of cooperating publishers arranged on shelves by the Dewey Decimal Classification, in charge of a trained librarian, will be displayed in a large and desirable browsing space, instead of the usual booth arrangement. An important feature of this Exhibit will be a rather elaborate Printed Catalog and Check List of the exhibited books. The Exhibit will be open to non-librarians as well as librarians and orders will be taken for any books displayed. The plan of the Combined Book Exhibit is unique and has been evolved largely from four years of successful experience with The Bookmobile.

#### **Special Exhibit of Newberry Diary**

IN CONNECTION with the publication of *Julia Newberry's Diary* last spring, the publishers, W. W. Norton and Company, were extremely fortunate in securing from members of her family a number of daguerrotypes, mementoes, her old Paris gowns, hats, shoes, etc. Altogether, they have made a very charming display. It occurred to them that this material, along with the original diary of Julia Newberry, would be a matter of very real interest to librarians over the country if it could be exhibited at the A.L.A. Conference to be held in Chicago next month. By happy chance this has been arranged through the courtesy of Mr. Thomas J. McLaughlin of the Bookmobile and librarians will not want to miss seeing it.

#### **Newberry Library Exhibit**

THE NEWBERRY Library will have on display the week of October 16 to 21, arranged especially for the Conference, an exhibition of about one hundred and fifty of its rare books and manuscripts.

Included in the exhibit will be the First Folio of Shakespeare, first editions of *Paradise Lost*, and *The Faerie Queene*, and the original MS of Burns' poem "The Sojer's Return."

A Bible case will contain the King James Bible of 1611, "the first Bible printed west of Europe" (Iceland, 1584); "the first Bible printed in the New World" (the Eliot Indian Bible, 1661-63); "the first Bible printed in the New World in a European language" (the Sauer Bible, 1743); and "the first Bible printed in the New World in the English language" (the Aitken Bible, 1781-82). The fifteenth century examples will include the Lactatius of the Subiaco Press, 1465, the oldest extant book printed in Italy, the Thomas Aquinas, printed by Peter Schoeffer, at Mainz, 1467, the *Nuremberg Chronicle*, 1493, Caxton's *Chronicles of England*, 1482, the folio Dante of 1481 with the copper-plates, and the Lancelot du Lac, first edi-

tion, Paris, 1488, the only known copy in America. Earlier than these are two books printed by the wood block process in China in 1167 and 1172. A music case will include the first printed opera (Peri's "Euridice," 1600) of which only one other copy is known to exist, the original manuscript of Wagner's "Festmarsch," composed by him for the Philadelphia Centennial of 1876, and the original manuscript of a part of Bach's famous "Well-Tempered Clavichord." Americana items will include the first edition (1493) of the Columbus letter, the John Smith Map of New England of 1614, a manuscript of John Howard Payne, relating to his life among the Cherokee Indians, a manuscript diary (1769) of Father Junipera Sera, founder of the California Missions, and a Mexican imprint of 1544. The manuscripts exhibit will include several illuminated Missals and Books of Hours, with full-page miniatures, a Bible of the 12th century and an English manuscript of the late 9th century.

The Newberry Library is located at 60-West Walton Place, about one and one-half miles north of the "Loop." Take a State Street or a Clark Street car, or a north-side bus to Walton Place. Exhibition open 9 A.M. to 6 P.M.

#### **School Libraries Section's Exhibit**

ALL SCHOOL librarians who attend the American Library Association Conference in October are requested to register as early as possible at the Exhibit Booth of the School Libraries Section. This registration should not be confused with registration for the Conference; its purpose is merely to expedite the conference work of the Section. A small room in connection with the Exhibit Booth will be available throughout the Conference for informal discussion of special problems. To facilitate the organization of these informal conferences the Contact Committee requests that the following information be sent to Marie M. Hostetter, University of Illinois Library School, Urbana, Illinois.

1. A statement of your special problem, no matter how minute, or the names of the school librarians with whom you would like to confer during the conference.
2. A statement of the special problems about which you would be willing to tell your experience.

Requests have been received for discussion of a number of problems including the following: Organization and faculty advisiorship of library clubs; Pupil assistants: selection, instruction, compensation, and supervision; Pupils reading circles; School library publicity; Monthly narrative reports; Filing of a school library catalog.

Miss Jean C. Roos, Chairman of the Book Appraisal Committee, has promised to be available for discussion of book problems and the *Books For Young People, 1932*; publishers of these books have generously provided copies for the Exhibit.

## N. Y. State Reunion

THE (Albany) New York State Library School reunion will take the form of a breakfast at the Blackstone Hotel on Tuesday, October 17 at 8 A.M. This is, of course, in addition to the regular dinner of the Alumni Association which is the combined Columbia, Albany, New York Public affair.

## General Session

HAERVEY ALLEN has accepted the invitation to be the third speaker at the third General Session on Friday, October 20. He will talk for fifteen minutes on the topic "The Library As An Author Sees It."

## Visiting Delegates to the Chicago Conference

Belgium	Dr. A. Vincent, librarian, Royal Library, Brussels
China	*Mr. A. Kaiming Chiu, librarian, Chinese-Japanese Library, Harvard University, Cambridge, Mass.
England	*Mr. Arundell Esdaile, secretary, British Museum, London *Mr. John D. Cowley, librarian, Lancashire County Library, Preston
France	Mr. Leon Bultingaire, Bibliothécaire du Muséum, 36 Rue Geoffroy Saint-Hilaire, Paris Ve
Germany	*Dr. Hugo A. Krüss, director-general Prussian State Library, Berlin
Italy	Professor Luigi de Gregori, Biblioteca Casanatense, Via S. Ignazio, Rome
Japan	Professor Rinshiro Ishikawa, Tokyo Science and Literature University, Tokyo U. S. address: c/o Shimazu Japanese Y. M. C. A. Chicago, Illinois
Mexico	**Señor Rafael Aguilar y Santillán, dir. Rafael Aguilar y Santillán Library and perpetual secy. Sociedad Científica Antonio Alzate, Mexico, D. F.
New Zealand	*Mr. Ernest J. Bell, librarian, Canterbury Public Library, Christchurch (c/o The Carnegie Corporation of New York, 522 Fifth Avenue, New York, N. Y.)

\* The asterisk indicates that the person so designated has a fair command of English. Some persons not so designated may also speak English well, but if there are any such we have no information to that effect.

\*\* Acceptance not yet assured.

Norway	*Dr. Wilhelm Munthe, director, University Library, Oslo
Poland	Dr. J. Muszkowski, director, Biblioteka i Muzeum Ordynacji Krasinskich, Warsaw
Roumania	Dr. N. Georgescu-Tistu, Biblioteca Facultati de Litere, Palatul Universitat, Bucharest
Spain	Señor Jordi Rubio, librarian, Biblioteca de Catalunya, Barcelona
Sweden	*Dr. Isak Collijn, librarian, Royal Library, Stockholm
Switzerland	Mr. Marcel Godet, director, National Library, Berne
	*Dr. T. P. Sevensema, librarian, League of Nations Library, Geneva
	Dr. A. C. Breycha-Vauthier, law librarian, League of Nations, Geneva
Vatican City	Monsignor Eugene Tisserant, Vatican Library, Italy

## Girl Scouts Start Library

GIRL SCOUTS in North Bergen, New Jersey, had no public library. The shelves and closets of some citizens' houses were overflowing while others had nothing to read and nowhere to get it. The Girl Scout local director, Miss Marguerite Ickis, decided that a public library was the answer. A generous philanthropist, Frank Austin, gave her an old firehouse which he had painted and fixed up for her. She sent out her Girl Scout troops to collect books from friends and shortly they had assembled four thousand volumes.

This was only a start. Four thousand volumes and a firehouse would not make a library, so the girls set to work to recondition those books that were in bad shape, and to catalog and shelve all the volumes. The Girl Scouts visited a number of libraries, studied the systems and chose one for themselves. They learned to check books in and out and to handle the cards. As soon as everything was in shape the library was opened to the public.

## Note Of Correction

THERE IS an error on Page 690 of THE LIBRARY JOURNAL for September 1 in the price of *Who's Who in Library Service*. This is sold on the service basis with a maximum of \$12. When a library has purchased its own copy at the service basis rate, members of the staff are entitled to additional copies for their own use at \$2 each.

## Oakland Library Appropriation Increased

THE CITY COUNCIL in Oakland, California, on recommendation of the City Manager, has increased the tax levy for the Library Board from \$258,000 appropriated for 1932-1933 to \$266,785 for 1933-1934. This was done in the face of a cut of \$29,000,000 in the assessed valuations of the City of Oakland on which taxes are levied. The tax rate for the Library Board's purposes has, therefore, been increased from 10¢ on the \$100 of assessed valuation to 11¢ plus. In Oakland the Board of Library Directors, under the City Charter, has charge not only of the public library system, but also of two public museums and an art gallery, each housed in buildings separate from the Library, but operating under a curator responsible to the Librarian.

However, it is expected that the gross income of the Library Board for the current fiscal year will be practically the same as for 1932-1933, due to a decrease in the incidental income, as the contract between the City of Piedmont and the City of Oakland for library service to the former through the latter's library system has been cancelled. Piedmont is a residential municipality of some 9,000 population, entirely surrounded geographically by Oakland. For some 13 years, as a result of a contract between the two, all residents of Piedmont have had full privileges in the Oakland Library System for which the City of Piedmont paid the Oakland Library a lump sum, based, in recent years, on the same per capita amount as Oakland appropriated for library purposes. Approximately 2,500 Piedmont residents were card-holders in the Oakland Library System when the Piedmont City Council announced that on June 30, 1933 the contract would be discontinued. This eliminated \$8,150 for the incidental income of the Oakland Library which is practically the same amount that the Oakland City Council has added to the income of the Oakland Library Board by direct tax levy. In addition to the definite appropriation to the Library Board of \$266,785 with which to maintain its institutions for 1933-1934, the Oakland City Council, at the urgent solicitation of interested citizens, has gone on record in declaring its intention to provide an additional appropriation later in the year with which to establish library facilities (presumably a small branch) in a section of the city now entirely lacking such facilities.

Incidentally, Piedmont residents are now being granted cards on the same terms as are other non-residents, which means that they must either pay the non-resident fee of \$3 per year or qualify under one of the four alternatives permitting

non-residents a free card. These four alternatives at present are:

1. Regular employment in Oakland.
2. Regular school attendance in Oakland.
3. The ownership of property in Oakland (i.e. paying taxes in Oakland).
4. Some other regular contribution to Oakland's income (e.g. a business license fee).

The Board of Library Directors in Oakland is studying carefully the question of whether it is too liberal in its granting of library cards without charge to these four groups of non-residents. The Librarian would be interested in having the opinion of others on this subject.

The complication in Library finances in Oakland, as in various other cities, is caused by the fact that with taxes approximately 11 per cent delinquent, the cash income of the Library Fund falls some 11 per cent short of the tax levy. While it is legal to incur expenditures to the full amount of the appropriation, plus the incidental income, bills can be paid only to the extent of cash actually available in the Library Fund from taxes and incidental sources. This has resulted the past two years in a certain proportion of the Library's bills at the end of the fiscal year (June 30th) being paid by so-called *registered warrants*, i.e. warrants registered for future payment. As these city warrants do not bear interest, they are not as welcome as are School Board or County registered warrants, both of which do bear interest. Among the warrants registered June 30, 1933 are several thousand dollars of library payroll warrants. These registered warrants cannot be cashed 100 per cent until money is received from delinquent taxes of 1932-1933 to meet them. The banks are loaning up to 90 per cent of the value of these salary warrants, and merchants holding registered warrants are able to make individual arrangements with their banks in regard to carrying them.

During the four years ending June 30, 1933, the circulation of books from the Oakland Library System increased over 64 per cent and the number of registered borrowers 60 per cent. The "story" of Oakland's other recent appropriation increases appears in the American Library Association's new volume, *Current Problems In Public Library Finance*.<sup>1</sup>

## An Exhibition Of Illuminated Manuscripts

The SPENCER Collection of The New York Public Library has now on display, in Room 322 of the Central Library building, at 42 Street and

<sup>1</sup> Vitz, Carl, Ed. *Current Problems in Public Library Finance* (p. 100-105) Chicago: A.L.A., \$1.25.

Fifth Avenue, an exhibition of Illuminated Manuscripts. These are examples from the leading countries of Europe, with the sole exception of Spain, but, of course, not from every important school of writing. The period covered is that between 1170 and 1680—over five hundred years—with special emphasis on the fourteenth and fifteenth centuries. A few reproductions of famous manuscripts owned abroad are included for purposes of comparison, and to show styles of illumination which cannot, as yet, be represented by originals in the Collection. This exhibition opened August 29 and will remain on view till after the first of next year.

## Best Juvenile Books of 1932

EACH YEAR it is of interest to discover which of the children's books of the preceding year appealed to children's librarians as the most worthwhile.

In accordance with a custom established a number of years ago the Book Information Section of the New York State Library prepared and sent out to nineteen of the foremost children's librarians of the country, a tentative selection of 150 of the best children's books of 1932. The following tabulation represents the first sixty titles chosen, arranged in order of votes received by each (the ++, + and — votes being evaluated on a percentage basis). The sign ++ indicates that in the voter's judgment the book in question should be included in a recommended selection of about seventy-five of the best books of the year for small public libraries; + means that it is considered by the voter to be deserving of favorable consideration; — indicates that for one reason or another (expense, interest, etc.) the book need not be purchased for the children's shelves of the small public library. In the tabulation, the new titles of the year and the new editions of older books have been listed separately.

"Children's Books of 1932" prepared by the Book Information Section of the New York State Library, is based largely upon votes of these nineteen children's librarians. This list was published in *New York Libraries*, August, 1933, and reprints in leaflet form are available. The titles are grouped according to the ages of the children to whom they will appeal; publishers, prices and classification numbers are given and each title has a descriptive note.

### Children's Books of 1932

1. <i>Aulaire</i> , Mrs. I. M. & <i>Aulaire</i> , E. P. d'. <i>Ola</i> . Doubleday. \$2. Eaton, Jeanette. <i>Young Lafayette</i> . Houghton. \$2.50.	++ + —
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		++ + —
2. Meigs, C. L. <i>Swift Rivers</i> . Little. \$2. White, W. C. <i>Made in Russia</i> . Knopf. \$2.	17 2	
Wilder, Mrs. L. L. <i>The Little House in the Big Woods</i> . Harper. \$2.	17 2	
3. Hamilton, E. T. <i>Handicraft for Girls</i> . Harcourt. \$3.	16 3	
4. Petersham, Mrs. M. F. & Petersham; Miska, <i>Auntie and Celia Jane and Miki</i> . Doubleday. \$2.	15 4	
5. Hawthorne, Hildegard. <i>Romantic Rebel</i> : the story of Nathaniel Hawthorne. Century. \$2.50.	15 3	
6. Field, R. L. <i>Hepatica Hawks</i> . Macmillan. \$1.75. Hartman, Gertrude. <i>These United States and How They Came To Be</i> . Macmillan. \$5.	16 2 1	
Lewis, E. F. <i>Young Fu of the Upper Yangtze</i> . Winston. \$2.50. Young, Ella. <i>The Unicorn With Silver Shoes</i> . Longmans. \$2.	15 2	
Knox, R. B. <i>Gray Caps</i> . Doubleday. \$2.	13 6	
7. Grey, Katharine. <i>Rolling Wheels</i> . Little. \$2.	14 3	
8. Marshak, Il'ia (M. Illin, pseud.) <i>What Time Is It?</i> the story of clocks; tr. by Beatrice Kinead. Lippincott. \$1.50.	14 2	
9. Marshak, Il'ia. (M. Illin, pseud.) <i>Black on White</i> : the story of books; tr. by Beatrice Kinead. Lippincott. \$1.50.	14 1	
Bronson, W. S. <i>Pollywinkle's Progress</i> . Macmillan. \$2.	12 5	
Dalglish, Alice. <i>Relief's Rocker</i> . Macmillan. \$1.75.	12 5	
Skinner, C. L. <i>Debby Barnes, Trader</i> . Macmillan. \$2.	12 5	
Smith, Mrs. S. C. G. <i>The Christmas Tree in the Woods</i> . Minton. \$1.50. Best, Herbert. <i>Garam the Chief</i> . Doubleday. \$2.	12 5	
Warner, F. L. <i>The Ragamuffin Marionettes</i> . Houghton. \$1.75.	11 7	
Ransome, Arthur. <i>Swallowdale</i> . Lippincott. \$2.	10 9	
10. Orton, Mrs. H. F. <i>The Treasure in the Little Trunk</i> . Stokes. \$1.75. Allee, M. H. <i>The Road to Carolina</i> . Houghton. \$2.	13 4 1	
Lent, H. B. <i>Clear Track, Ahead!</i> Macmillan. \$2.	12 6 1	
11. Hosford, D. G. <i>Sons of the Volsungs</i> . Macmillan. \$2.	10 8	
12. Hunt, C. W. <i>Little House in Green Valley</i> . Houghton. \$1.75. Kent, Mrs. L. A. <i>Two Children of Tyre</i> . Houghton. \$2.	12 3	
13. Potter, Edna. <i>Christopher Columbus</i> . Oxford. \$2. Moses, M. J., ed. <i>Ring Up the Curtain!</i> Little. \$3.	9 8	
14. Coatsworth, E. J. <i>Cricket and the Emperor's Son</i> . Macmillan. \$2. Hylander, C. J. <i>The Year Round</i> . Putnam. \$2.	9 8	
15. Swift, Mrs. H. H. <i>The Railroad to Freedom</i> . Harcourt. \$2.50. Field, Rachel. <i>The Bird Began to Sing</i> . Morrow. \$1.75. Finta, Alexander & Eaton, Jeanette. <i>Herdboy of Hungary</i> . Harper. \$2.50.	13 3 2	
	13 1 2	
	12 3 2	
	11 3 1	

	++ + -
Hall, E. G. <i>The Here-Tu-Yonder Girl.</i> Macmillan. \$2.	9 7 1
Daniel, Hawthorne. <i>Shuttle and Sword.</i> Macmillan. \$1.75.	8 7
16. Burglon, Nora. <i>Children of the Soil.</i> Doubleday. \$2.	11 4 2
Haskell, H. E. <i>Katrinka Grows Up.</i> Dutton. \$2.	7 10 1
17. Hine, L. W. <i>Men at Work.</i> Macmillan. \$1.75.	10 3 1
Kelly, E. P. <i>The Christmas Nightingale.</i> Macmillan. \$1.	9 5 1
Smith, Mrs. S. C. G. <i>Made in England.</i> Nelson. \$2.	7 7
De Leeuw, A. L. <i>Rika: a Dutch girl's vacation in Java.</i> Macmillan. \$2.	8 7 1
18. McNeely, Mrs. M. H. <i>The Way to Glory and Other Stories.</i> Longmans. \$2.	11 4 3
Sterne, E. G. <i>No Surrender.</i> Duffield. \$2.50.	10 4 2
Flack, Marjorie. <i>Angus Lost.</i> Doubleday. \$1.	8 8 2
Barringer, Marie. <i>Martin the Goose Boy.</i> Doubleday. \$2.	7 8 1
Carter, M. D. <i>The Story of Money.</i> Farrar. \$1.25.	7 8 1
Reason, Joyce. <i>Bran the Bronze-Smith.</i> Dutton. \$2.	7 8 1
19. Proudfit, Mrs. Isabel. <i>The Ugly Duckling: Hans Christian Andersen.</i> McBride. \$2.25.	8 5 1
20. Nathan, Mrs. A. G. <i>The Farmer Sows His Wheat.</i> Minton. \$2.	9 3 2
Jordan, C. B. <i>Discovering Christopher Columbus.</i> Macmillan. \$3.	7 7 2
Donauer, Friedrich. <i>Swords Against Carthage;</i> tr. from the German by F. T. Cooper. Longmans. \$2.	6 7 1
Ross, M. I. <i>Back of Time.</i> Harper. \$2.	6 5
Daglish, E. F. <i>How to See Birds.</i> Morrow. \$1.50.	5 7
— <i>How to See Plants.</i> Morrow. \$1.50	5 7

**New Editions**

1. Page, T. N. <i>Two Little Confederates;</i> illus. by W. Thomason, Jr. Scribner. \$2.50.	14 1
2. French, H. W. <i>The Lance of Kanana;</i> illus. by Wilfred Jones. Lothrop. \$2.50.	13 2
Kipling, Rudyard. <i>The Jungle Book;</i> illus. by Kurt Wiese. Doubleday. \$2.50.	11 6
3. Richards, Mrs. L. E. <i>Tirra Lirra: rhymes old and new;</i> illus. by Marguerite Davis. Little. \$2.50.	14 3 2
4. Ruskin, John. <i>The King of the Golden River;</i> illus. by Arthur Rackham. Lippincott. \$1.50.	11 6 1
5. Aycough, Mrs. F. W. <i>Firecracker Land:</i> pictures of the Chinese world for younger readers. Houghton. \$3.	10 6 2

## In The Field Of Bibliography

THE ORIGINAL purpose of this column—dedicated to bibliographic projects taking shape—has been thwarted. Last time, Miss Polk's very interesting *Book Trade Bibliographies in the Nashville Libraries* commanded attention; this time,

it is another completed, though unpublished, work.

Those who know Guy R. Lyle's "Periodicals for College Libraries, grouped according to Classification," which began serially in 1931 in the *Wilson Bulletin* (v. 6, p. 138) will be glad to know that he has now revised and elaborated the list.<sup>1</sup>

Mr. Lyle made a checklist from authoritative sources, and, with the cooperation of the faculty of Antioch College, Yellow Springs, Ohio, where he is librarian, has "compiled this list in the hope that it may prove useful to other college librarians. Many of the periodicals are distinctly popular in character, but all seem to serve a definite purpose in the cultural and recreational reading of the college student."

Such defense is unnecessary because of the changing mode of education; the "definite purpose" may well be simply exposing the student to information he would otherwise not get. Here are interesting and well-rounded lists on astronomy, biology, business, chemistry, economics, education, engineering, English, fine arts, library economy, general science, geography, geology, German, history, home economics, mathematics, philosophy, physical education and hygiene, physics, political science, psychology, religion, romance languages, sociology and anthropology. A list of general indexes is given, and there is one "waste basket" section, called "General Literature, Current Events, and Miscellaneous," of which this column never approves. In addition to trade information appear brief descriptive evaluations and indications of collective indexes in which the periodical is indexed.

For those who have faith in figures only, the appendices will be of interest. Mr. Lyle gives his own tabulation for civil engineering journals and reproduces the printed findings for chemical journals by P. L. K. and E. M. Gross, electrical journals by J. K. McNeely and C. D. Crofto, geological journals by P. L. K. Gross and A. O. Woodford, and mathematical periodicals by E. S. Allen. In this section, references to a given periodical, over a given period, are counted, and the relative number of citations determines its importance.

Opinion will differ about some of the inclusions in the general lists; there are regional and scholastic differences which no general list can evenly meet. In his prefatory material, the compiler gives a thoughtful discussion of the problems of periodicals, treating his subject in an interesting, at times entertaining, way, and meeting most of the objections by clearly stating his objective.

Prepared by Karl Brown of The New York Public Library

<sup>1</sup> *Classified List of Periodicals for the College Library.* By Guy R. Lyle. Yellow Springs, O., 1933. xx, 75 p. Typewritten.

# Library Organizations

## Minnesota Library Association

THE FORTY-FIRST annual meeting of the Minnesota Library Association was held in Minneapolis at the Public Library from the fifteenth through the seventeenth of June.

Some of the well-known speakers were Miss Gratia A. Countryman, Librarian of the Minneapolis Public Library; Mr. Frank K. Walter, Librarian of the University of Minnesota Library; Dr. L. M. Gould, professor of geology at Carleton College and second in command of the Byrd Antarctic Expedition; and Dr. Walter Judd of the Mayo Clinic at Rochester who had been a medical missionary in China. Each topic was thought provoking and interesting.

The themes discussed by the librarians were Budgets, Book Buying on Limited Incomes, and Essential Library Services. The newly elected officers are: President, Miss Alma M. Penrose, St. Cloud Public Library; First Vice-President, Miss Irma Walker, Hibbing Public Library; Second Vice-President, Mrs. Jennie T. Jennings, St. Paul Public Library; Secretary-Treasurer, Miss Gertrude Glennon, Stillwater Public Library; Ex Officio Member, Miss Ethel I. Berry, Minneapolis.

—GERTRUDE GLENNON,  
*Secretary-Treasurer.*

## Irish Library Conference

THE FIRST Irish Library Conference, convened by the Library Association of Ireland, was held at the University College, Cork from June 3-5. The Conference was a complete success as the delegates included practically all the public librarians in the Irish Free State with the librarians of the University Colleges of Dublin, Cork and Galway, and many other representatives of local authorities. The programme was prepared by a conference Committee appointed by the Library Association of Ireland, and contained papers which dealt with matters of grave importance to Irish librarians, and the discussions following the reading of the papers reached a high level in professional criticism, and in bringing forth valuable constructive suggestions. It was decided to hold the Conference annually, and next year the meeting will be held at Galway, at the invitation of the representatives of the Galway Public libraries and the Galway University Authorities.

The principal results of the Conference were

embodied in resolutions: (1) Requesting the Irish government to set up a Commission to examine the position of Irish Libraries, and make recommendation for their improvement; (2) The appointment of a Committee to enquire into the need of establishing hospital libraries, and to make recommendations; (3) The Conference gave approval to the efforts that are being made by the Library Association of Ireland to establish a panel of readers to prepare lists of modern publications for Irish Libraries; (4) The appointment of a representative of the library association of Ireland on the Board of the Irish Government's Publication Department was urged; (5) It was decided that the Library Association of Ireland be asked to publish the proceedings of the Conference.

## The Pennsylvania Library Association

THE THIRTY-THIRD annual meeting of the Pennsylvania Library Association was held in Philadelphia, at the Bellevue-Stratford Hotel, May 18-20, 1933. Mr. C. Arthur Thompson, President of the Association, welcomed the visiting librarians. The Association was particularly fortunate in having many well-known people on the program: Elsie Singmaster, Cornelius Weygandt and John T. Faris, who spoke mainly on traditions interesting to Pennsylvanians; Ernest Spofford, President of the Historical Society of Pennsylvania; Dr. Josiah H. Penniman, Provost of the University of Pennsylvania; Dr. A. S. W. Rosenbach, who, in his address on "Munchausen and Company," eulogized the great liars of literature; Harry Emerson Wildes, of the *Philadelphia Public Ledger*; Rachel Fields, with an address and reading of her poems; and addresses by several writers and illustrators of children's books, Dorothy Lathrop, Peter Hurd and Kurt Wiese. Original drawings, lent by the illustrators, were on exhibition at this meeting.

The two round-tables, Public Libraries, and College and University Sections, were well attended and much vital matter discussed. Miss Gertrude MacKinney, State Librarian, presented an outline of the work of the State Library in its association with all of the libraries of the State. Interesting papers by Dr. Paul H. Musser, Miss Katharine M. Stokes, Mr. Arnold K. Borden, Mr. Leo R. Etzkorn, Mr. Ralph Munn and Mr. Alfred D. Keator, were presented and discussed. The subject of these papers and discus-

sions was mainly of library economies in these times of stress.

The following officers were elected for 1933-1934: President, Mr. Alfred D. Keator, Reading Public Library; Vice-President, Miss Mary N. Baker, Osterhout Free Library, Wilkesbarre; Secretary, Miss Helen Ganser, Millersville State Teachers College; Treasurer, Miss Harriet T. Root, Bethlehem Public Library.

—FLORENCE HERGESHEIMER, *Secretary*.

## Connecticut Library Association

THE FORTY-SECOND annual meeting of the Connecticut Library Association was held at the Blackstone Memorial Library in Branford on September 7-8. The president, Mr. Christian N. Due, opened the meeting and Mr. Charles N. Baxter, librarian of the Branford Library, welcomed the visiting librarians.

"Library Trends" was the subject chosen by Miss E. Louise Jones, library adviser of the Division of Public Libraries in Massachusetts, who urged librarians to meet public opinion intelligently. Miss Grace Manee, of the Bridgeport Public Library, told of the self-charging system used in that library, which greatly increases speed and accuracy and has the great advantage of requiring few additional supplies. The program for the afternoon came to a delightful close with readings of poems by Amanda Benjamin Hall of New London.

About 100 people attended the banquet held at headquarters at the Sheldon House Club in Pine Orchard. Dr. Andrew Keogh of the Sterling Memorial Library acted as toastmaster and called upon Mr. Due, Mr. Baxter, Miss Jones, and Professor Walter Prichard Eaton for brief speeches.

The evening session was one of outstanding excellence. Professor Eaton presented the typical Yankee and his characteristics in an inimitable manner. Professor Eaton lamented the loss of much that is old, and made an earnest plea that librarians should collect and preserve information and photographs of old buildings and bits of characteristic landscape, of programs of local concerts, plays, etc. or anything which would be a record of the cultural life of the community.

Three round table discussions were held. The first, on "Miscellaneous Subjects," was in charge of Mr. Emerson Greenaway of the Hartford Public Library. The second, "Special Libraries," was conducted by Mrs. Grace Child Bevan of the Phoenix Mutual Life Insurance Company Library, Hartford, assisted by Miss Mary Louise Alexander, president of the Special Libraries As-

sociation. Miss Madeline Clish headed the group which took up "Work with Children."

The session closed in the afternoon with an illustrated travel talk on "The South Seas and Australia" by Senator Henry A. Bradley, Jr., of Derby, Connecticut.

The following officers were elected for the coming year: President, Christian N. Due, Connecticut State Library; Vice-president, Charles E. Rush, Yale University Library; Secretary, Miss Margery Burditt, West Hartford Public Library; Treasurer, Emerson Greenaway, Hartford Public Library; Honorary vice-presidents: Edwin P. Root, New Haven; Henry Fletcher, Greenwich; Frederick S. Chase, Waterbury; and Miss Gertrude Whittemore, Naugatuck.

—MARGERY BURDITT, *Secretary*.

## British Columbia Library Association

THE BRITISH Columbia Library Association held two short meetings in Victoria on May 30 and 31 in conjunction with the meeting of the Pacific North West Library Association. The main address was given by Mr. H. Norman Lidster, chairman of the British Columbia Library Commission, who traced the work of the Commission since its appointment referring to the Carnegie Demonstration in the Fraser Valley as a complete and unqualified success. He also spoke of the great impetus given the library movement in the outlying districts of the province by the Commission and of their intention to abolish the open shelf collection at Victoria but to keep the traveling libraries going.

The following officers were elected: President, Miss Marjorie Holmes; Vice-President, Miss Jessie Choate; Secretary, Miss Muriel McPhee; Treasurer, Miss Marjorie Sing.

—JESSIE M. G. HOTSON, *Secretary*.

## Resolution Of Regret

THE MEDICAL Library Association at the annual meeting held in Chicago, June 19-21, 1933, recommended that the Association go on record as expressing its regret for the violation of confidence in the printing in the *Buchhändlergildeblatt* for February 12, 1933, of a confidential letter sent to the American Libraries by a Committee of the American Library Association. It was recommended that the statement of regret should be sent to the *Bulletin* of the American Library Association and to THE LIBRARY JOURNAL, and that it should be published in the *Bulletin* of the Medical Library Association.

—MARJORIE J. DARRACH, *Secretary*.

## Among Librarians

Tessa L. Kelso  
August 13, 1933

THE LINE in the *New York Times* telling of the death of Tessa L. Kelso took little space to define the end, here, of many friendships. The going of few women means, to people in so many walks of life, the loss of a warm, stimulating, discerning friend. Not only librarians from coast to coast have cause to remember her with admiration, amusement and affection. Artists, physicians, writers, waitresses, circus performers and city officials,—all who touched her many-sided life in any way responded to the warmth of her interest and her understanding comment.

While her health in recent years had militated against her continued contact with library activities, study of the earlier files of library periodicals demonstrate her progressive interests. Of the present members of the A.L.A., only a baker's dozen or so, Mr. Bowker, Dr. Hill, Dr. Richardson and a few others, ante-date her in enrollment.

Early in the eighties Miss Kelso went to California as a journalist and publicist and was probably one of the first women to act in that capacity. This she did in what was essentially a man's country. In 1886 she became a member at the Milwaukee Conference, which she attended as a correspondent of the *Cincinnati Illustrated News*.

In April 1889 she was appointed librarian of the Los Angeles Public Library to reorganize it and bring it into line with progressive public library developments. Under her administration, this library was one of the first, if not the first library, to organize a training class. She was also one of the early advocates for keeping the library open on Sunday. Miss Haase joined her and many reports reflect the advance made under this combination. A political change led to unfortunate appointments to the library board and in turn to the resignations of Miss Kelso and Miss Haase. Miss Kelso then came East first to Charles Scribner's and then to Baker and Taylor, a fortunate association of many years' duration. For many years she was the only woman on the staff of the *New York Evening Post*, where she conducted a column which was of primary interest to women.

At the A.L.A. Conference in 1893 when open shelves were only tentatively discussed, Miss Kelso firmly advocated the policy, stressing the fact that access to the shelves was one of the plans by which the library could be made more convenient to the public. At that early date she

urged that all possible restrictions to the quick use of libraries by business men be eliminated, that clippings and pamphlets as well as books and bound files of periodicals be available so that civic or business problems could be considered not only in the light of recorded history but as affected by developments of the last week. She took every opportunity to present the library as an important department of the city government, for example, requesting the trustees to have her placed under bond as were other responsible city officers. Always she opposed separate consideration for women in library work claiming that sex should have no weight where ability was equal.

Miss Kelso deplored the tendency of librarians to stress mechanical and statistical features and to, with so few exceptions, fail to look below surface indications for deductions as to effects of activities. And throughout her busy, stimulating career, she gave cheering encouragement and interested attention to activities among the younger members of the profession.

When the A.L.A. was still small enough to retain individuality, with meetings that offered opportunities for brisk discussion, Miss Kelso, in her severely tailored black suit, with her twinkling, snapping blue eyes, and her vigorous denunciation or approval, was a conspicuous figure. Her presence at any section meeting could be counted upon to produce keen discussion. Whether she started the ball rolling, or gave it a directing push, her remarks, witty, vehement, and to the point, gave zest to the session.

The first impression of a stimulating, vigorous personality was deepened through personal friendship. It brought realization of her amazing capacity for understanding a problem and helping, through her gift for going instantly to its heart, in its solution. Her discerning interest as well as the warmth of her personality led to the enthusiastic regard that met her everywhere.

Presumably the library profession will continue to have outstanding figures, but as numbers increase and processes become standardized, much of the former interest must depart. Those of us who were fortunate enough to know the A.L.A. "before the war" have many vivid pictures of animated debates, heated arguments and generous interest in many problems by loved creative leaders of whom so many now are gone. To those fortunate enough to know her, Miss Kelso will always be a chief figure in these pictures. Her searching comment remains the touchstone for many problems. Her warm, human, understanding and discerning sympathy lives on in our hearts.

—MARIAN C. MANLEY.

## Necrology

E. CORINNE DOUGHTY, librarian of the Columbus Branch, New York Public Library, since 1921, died after a brief illness on September 5.

L. RUTH GILFILLAN, branch librarian at Auburndale, Newton (Mass.) Free Library since 1930, died at St. Johnsbury, Vt., on July 16. Miss Gilfillan was assistant librarian at the Waltham (Mass.) Public Library from 1924-1930.

KATE KAUFMAN, librarian of the Riverside Branch of the New York Public Library for thirty years, died suddenly and peacefully at the home of her brother, Mr. W. T. Kaufman at Plainfield, New Jersey, on September 6. Following a serious illness, Miss Kaufman was given an extended leave of absence in the fall of 1929 but was never able to return to the Library.

## Appointments

KATHERINE E. ANDERSON, Washington '28, who received the master's degree in librarianship at the University of California in May, 1933, has been appointed lecturer in the School of Librarianship, University of California, and will this year give the first year instruction in book selection.

RUTH E. ARMITAGE, Simmons '33, was appointed librarian at the Liberty, N. Y., High School.

FRANCES BURRAGE, Illinois '30, has recently accepted the position of Head of the Catalog Department, Texas A. and M. College Library, College Station, Texas.

ELIZABETH CHEATHAM, Pittsburgh '24, has recently assumed her new duties as Head of the Catalog Department in the Birmingham, Ala., Public Library.

LUCY V. KEPLER, Illinois '32, has recently been appointed assistant in the Circulation Department of the University of Nebraska Library, Lincoln, Nebr.

VELMA D. KRASIK, Pittsburgh '33, has been appointed librarian in the Junior High School, Glassport, Pa. Her work will begin in the Fall.

MAURINE LINVILLE, Western Reserve '33, has been appointed librarian of the Ohio Soldiers' and Sailors' Orphans' Home at Xenia, Ohio.

AJICE MACMAHON, Illinois '32, has recently accepted a position as assistant in the Circulation Department of the Kansas City, Mo., Public Library.

ERNEST MILLER, Illinois '32, has recently been appointed to a position in the Serials Division of the University of Nebraska Library.

LEE NIX, Illinois '33, has been appointed librarian of the Southeastern Teachers College at Durant, Okla.

MARY E. REUTTER, librarian of the Fairmont, West Va., City Library has resigned and is at her home in Duncannon, Pa.

NARCISSA L. TURNER, Syracuse '31, has been appointed librarian of the North Junior High School of Watertown, N. Y.

ETHEL JOY WILLIAMS, Illinois '32, has a temporary position for the coming school year as assistant librarian at the Carnegie Free Public Library, Manhattan, Kansas.

FLORENCE WOODS, Illinois '29, left her position in the Circulation Department of the Fort Wayne, Indiana, Public Library, September 1 to assume the duties of librarian of Christian College, Columbia, Missouri.

## The Calendar Of Events

- October 16-21—American Library Association, annual meeting at Stevens Hotel, Chicago, Ill.
- October 16-21—Iowa Library Association, annual meeting at Chicago, Ill. Dinner and business meeting October 17 at Stevens Hotel.
- October 16-21—National Association of State Libraries, annual meeting at Stevens Hotel, Chicago, Ill.
- October 16-18—Michigan Library Association, annual meeting in connection with the A.L.A.
- October 16-18—Special Libraries Association, twenty-fifth annual meeting at Congress Hotel, Chicago, Ill.
- October 16-21—Wisconsin Library Association, annual meeting in connection with the American Library Association.
- October 16-21—Illinois Library Association, annual meeting in connection with the A.L.A. Only meeting will be at 6:30, October 17, at the Woman's Club, Chicago.
- October 20—Maryland Library Association, joint meeting with Maryland Public Library Advisory Commission at Baltimore, Md.
- November 1-3—Nebraska Library Association, annual meeting at Lincoln, Neb.
- November 2-3—New Mexico Library Association, annual meeting at Albuquerque, N. M.
- November 2-4—Georgia Library Association, biennial meeting (postponed from May) at Georgian Hotel, Athens, Ga.
- November 8-10—South Dakota Library Association, annual meeting in Yankton, S. D.
- November 10-11—Kentucky Library Association, annual meeting at the Eastern Kentucky State Teachers College at Richmond, Ky.
- November 16-17—Mississippi Library Association, annual meeting at Jackson, Miss.
- December 7-9—Indiana Library Association, joint meeting with Indiana Library Trustees Association and Indiana Historical Association at Indianapolis.

# Articles, Pamphlets, Booklets

*We have listed here articles, booklets, and pamphlets, relative to the public library's leisure program, available free or for a small charge. Please mention THE LIBRARY JOURNAL in requesting material.*

## Articles

**Made-To-Measure Tray.** By Helen Perry Curtis. *Girl Scout Leader*, August-September, 1933. p. 80. Girl Scouts, Inc., 570 Lexington Ave., New York City. 50¢ per year.

**Self-Supporting Craft Projects.** By Clarence R. Buck. *Recreation*, August, 1933. p. 223. 315 Fourth Ave., New York City. 25¢ single copy.

**Shelves For Girls To Make.** By Evelyn D. Stallman. *Everygirls*, June-July, 1933. p. 4. Camp Fire Girls, Inc., 41 Union Square, New York City. 15¢ single copy.

**Tin Can Craft on the Playground.** By C. M. Graves. *Recreation*, July, 1933. p. 176. 315 Fourth Ave., New York City. 25¢ single copy.

## Booklets, Pamphlets

**Art in Italy.** By Luigi Dami. A finely printed booklet of 63 pages and over 100 photographs. Free to librarians. Italian Tourist Information Office, 745 Fifth Ave., New York City.

**Books For the Pre-School Child.** Out of print for some months, has been revised by the Book Evaluation Committee of the A.L.A. Section for Library Work with Children. Can be obtained from Miss Eugenia Brunot, Wylie Ave. Branch, Carnegie Library, Pittsburgh, Pa. Single copy, 10¢; 10 copies, 75¢; 15 copies, \$1; 50 copies, \$2.50; 100 copies, \$4.

**Craftsman Wood Service.** Catalog. Craftsman Wood Service Co., 2727 Mary Street, Chicago, Ill. 10¢ per copy.

**Guidance Leaflets.** A series of leaflets on professional occupations by Dr. W. J. Greenleaf, published by the U. S. Office of Education, Washington, D. C. Series now includes leaflets on: law, medicine, dentistry, journalism, librarianship, architecture, civil engineering, mechanical engineering, pharmacy, nursing, forestry, music, veterinary medicine, chemistry and chemical engineering, art, home economics. Each copy 5¢.

SEND REQUEST for free material to the Editor of THE LIBRARY JOURNAL. Your request will be forwarded promptly and the desired material sent directly to you by them. Booklets, pamphlets or posters requiring remittance should be requested direct from the advertisers. If extra copies of any material is desired, please write the advertiser direct.

**"Building the Reading Habit," Book Projects for School Programs.** A small booklet just issued by the Macmillan Company which has definite suggestions for planning classroom projects connected with books and for developing the school library. All school librarians and children's librarians working with teachers will find this material extremely helpful in arranging Book Week events. This pamphlet and booklists are available free on request. Write the Juvenile Department, The Macmillan Company, 60 Fifth Avenue, New York.

**How To Build 20 Boats.** Edited by Weston Farmer. A manual of boat designs completely illustrated, giving instructions for building different popular small craft. Fawcett Publications, Inc., 529 S. 7 St., Minneapolis, Minn. 50¢.

**Latest Archaeological Discoveries In Italy.** Neither a guide nor an archaeological index, but an archaeological supplement to all ordinary guide books, since, by adding to them the new discoveries made during the past ten or twelve years, tourists may be induced to visit the new excavations and monuments outside the beaten track. Free to librarians. Italian Tourist Information Office, 745 Fifth Ave., New York City.

**Vocational Guidance in the Design Arts.** By Florence N. Levy. Reprinted from the March, 1932, issue of *Education*. Lists 143 art courses and gives details about published art scales and tests. National Alliance of Art and Industry, 65 E. 56 St., New York City. 25¢.

## Classified Advertisements 30¢ per line—minimum charge \$1

### For Sale

*Scientific Jl.*, unbound; *American Ceramic Society*, complete to Jan. 1933; *Jl. American Chemical Society*, 1910-1933; *Industrial & Engg. Chemistry*, 1910-1933; *Chemical Abstracts*, 1910-1933. Reasonable prices. Private Owner. Write E15.

### Wanted

Two-six drawer catalog cases, light oak, 12½ inches wide, 13¼ deep, 11½ high, Library Bureau make. Lydia Bruun Woods Memorial Library, Falls City, Nebr.

### Positions Wanted

Woman librarian, A.B. and Lib. Sci. degrees, N. Y. & Pa. certificates, wants position. Experience in public and state teachers colleges. Can combine teaching or office work. E14.

Librarian (Man) college and library school graduate. Three years in charge of cataloging university library. Experience in order dept. work. Excellent knowledge of languages and books. Desires position of any type. References. Small salary. E13.

# Children's Librarians' Notebook

**HOW TO SEE BEASTS.** By Eric Fitch Daglish. Morrow. \$1.50.

*How to See Beasts* may not be a successful bookman's item, for black and white woodcuts that illuminate the text may not catch the buying eye; but they do the librarian's and the young patron's of a library. Through woodcuts, an attractive text, and a classified table of the North American beasts, Mr. Daglish pictures the gnawers, the borers, the hooved, the flying, and the flesh-eating beasts, in a manner that is informative and artistic. *How to See Beasts* is worthy to companion his *How-to See Birds*, and *How to See Plants*.

—NORA CRIMMINS.

**JACK AND MATT OF THE WX.** By Kathrynne VanNoy and Elinor Hedrick. *Junior Literary Guild* and Duffield. \$2.

An honest story of ranch and cowboy life with plenty of interest for small boys and without romancing. Matt and Jack, aged 8 and 10, spend the summer on a Montana ranch, helping to herd cows, shear sheep and brand cattle, as well as adopting a coyote puppy and making the acquaintance of porcupines and beavers. Camping out all night and eating a breakfast right from a campfire bring the summer to a thrilling close. The story is designed for little children, 3rd and 4th grade, but the content might interest older ones. The photographs by John T. Orr add interest and information to the story.

—EMMA L. BROCK.

**ROUNDABOUT AMERICA.** By Anne M. Peck and Enid Johnson. *Junior Literary Guild* and Harper. 2 vols. in one. \$3.50.

The authors' stated purpose in going exploring in their native land was to see something of each section of the country and a great deal of scenery. Beginning with Washington, D. C., they traveled by automobile to various distinctive sections of the "old South," visiting the Carolinas and the low country, St. Augustine and the Gulf region, New Orleans, scenes along the Mississippi and the oil and cattle country. In the "great Southwest," they visited Santa Fe, traveled to Zuni where they saw the Shalako feast celebrated by Navajo and Zuni Indians, studied present day Indian life in the pueblos of New Mexico, and visited the scenic wonders of Arizona. The section on California begins with the "trail of the padres," from Yuma north along the coastal highway to San Diego, Los Angeles, Santa Barbara and San Francisco, describing some of the old missions. There is a chapter on Los Angeles and the mountains, deserts and ranches of southern California, and one describing San Francisco, Yosemite, the redwood and sequoia forests, and

Sacramento and its history. Volume one ends with a voyage from San Francisco to New York by way of the Panama Canal. Volume two begins with a sight seeing tour of New York City and a trip to Philadelphia. Boston and historic places in New England, New York state and Chicago make up the second section. From Chicago the travelers went by train across the prairies of Iowa, Nebraska and Wyoming. Cheyenne, Denver and the Rockies, Salt Lake City and Yellowstone National Park, and the Puget Sound country were the regions visited in the last section of the volume. Each volume has a map of the journey, an interesting bibliography and an index, and both are illustrated with numerous drawings by Miss Peck. Although the journey was so rapid and the time spent in each place so short that the impressions received by the reader are somewhat superficial, the authors have succeeded in conveying the distinct flavor of each region visited and in making the reader feel how widely different in character are the various sections of the country. Throughout the book, some of the history associated with each place is given to show how the present scene developed from the past, or can be contrasted with the past. The book should stimulate young readers to go sight seeing at home, to travel if possible, and to read further concerning the development of their own country.

—JESSICA KING.

**CHILDREN OF THE SOIL.** By Nora Burgleon. Doubleday. \$2.

Though simply told, with a minimum of foreign words requiring explanation, this story has individuality. The struggle of the two children to help their widowed mother get ahead is typical of the Scandinavian temperament, which can prosper on nothing. Children to whom rice pudding is an unbelievable luxury have a very different sense of values from their young American readers, yet Nicolina and Guldklumpen are lively and real as children can be. This book is worthy to stand beside *Lisbeth Longfrack* and *Inger Johanne*.

—LETHA M. DAVIDSON.

**WHEN YOU GROW UP TO VOTE.** By Eleanor Roosevelt. Illus. by Manning de V. Lee. Houghton. \$1.50.

Clear, directly stated accounts of the functions of government which would be helpful to a child eight to eleven. Each article is brief, only a page or two in length, but the structure is carefully built from policeman to president. The book is pleasing in appearance and could be used to follow the Social Science Readers.

—ISABEL McLAUGHLIN.

**THE DAWN BOY.** By Richard Tooker. Illus. by Harold E. Snyder. *Penn.* \$1.

The Cro-Magnon youth, No-Ma, who has lost his mother, his sisters and brothers through the fury of Go-Bo, the mammoth, seeks a safe means of revenging himself. He travels alone from his Central European home across the mountains to a blossoming land of easy food. Dangers, even here, lead No-Ma to invent the bow and arrow. He returns to his home land to find the country wasted and dry, his people starving, and Go-Bo master of the water holes. With his new weapon he conquers Go-Bo and leads the remnant of his people to the new land. Essentially true, though somewhat Tarzanish in atmosphere.

—ISABEL McLAUGHLIN.

**THE PUPPY BOOK.** By Loring and Ruth Dodd. *Lothrop.* \$1.

These rhymes are not always good and are very often merely human in thought, though supposed to be written by the puppy. In some of them there is really a dog point of view, but many are spoiled by human eyes and human ruminations. The picture of a puppy's existence would be more convincingly drawn, if there were no pretense that the puppy himself is wielding the crayon. The book has much more for adults than for children and is not recommended for library purchases.

—EMMA L. BROCK.

**THE CASTING AWAY OF MRS. LECKS AND MRS. ALESHINE.** By Frank R. Stockton. *Junior, Literary Guild and Appleton-Century.* \$2.50.

If there be doubters among librarians as to the choice of the Junior Literary Guild's July selection of Frank Stockton's *The Casting Away of Mrs. Lecks and Mrs. Aleshine*, for the B group of older readers, lend the title, then listen to the comments. The serio-humorous story of Stockton's is enhanced by George M. Richards' illustrations. The story of the two New England widows who lived through so many humorous adventures and who were always figuring, is as refreshing in 1933 as it was on its original appearance; possibly more so, for there is greater need for such diversion.

—NORA CRIMMINS.

**PETER DUCK.** By Arthur Ransome. *Junior Literary Guild and Lippincott.* \$2.

Our old friends, the Swallows and Amazons, have stopped sailing English lakes and this time embark on a real sea voyage with Uncle Jim, better known as Captain Flint, and Peter Duck, a hoary old deep water salt. What an incredible, hilarious voyage this is—six children, two adults and a young castaway aboard a trim schooner bound for a treasure island in the Caribbean. Al-

ternate chills and chuckles accompany the reading of their mad adventure into southern waters pursued by an ill-assorted crew in the schooner Viper, their uncomfortable existence on a crab infested island, their fortuitous finding of the treasure and escape from the sinister Viper, and their leisurely trip home. Peter Duck, being a seagoing man, maintains throughout a philosophic aloofness to treasures, but Captain Flint is so engrossed in treasure hunting and so oblivious to all danger that timorous, non-seagoing parents might question his guardianship of six children. Yet having met these children before we know that they can cope successfully with all problems, from preparing pemmican to hoisting sail. Swallows and Amazons forever! We feel a tiny regret that in this third book of Swallows and Amazons the children are sometimes eclipsed by the adults, yet we can forgive Arthur Ransome anything for having put into a book one of our secret desires, a successful trip to treasure island!

—ELEANOR HERRMANN.

**THE COFFEE-POT FACE.** By Aileen Fisher. With silhouettes by the author. *Junior Literary Guild and McBride.* \$1.50.

There is a real background of a child's thoughts in these rhymes of coffee-pot reflections, wagon wheels and magic. They are refreshing, irregular bits and have the feeling of coming directly from a child's mind without the stiffening and bungling of adult transcription.

"I'm hinges in front  
And I'm hinges in back;  
But I have to be hinges  
Or else I would crack."

The scissor cut-out illustrations are as simple and naïve as the rhymes and children will like them both.

—EMMA L. BROCK.

**THE STORY OF EARTH AND SKY.** By Carleton and Heluiz Washburne in collaboration with Frederick Reed. *Junior Literary Guild and Century.* \$3.50.

A dramatic telling of the romantic story of the earth, its formation and the development of plant and animal life, thrilling trips to the sun and to the nearer planets, which are convincing in spite of their admitted improbability, a less exciting recital of star neighbors and constellations, the interesting story of discoveries by astronomers and geologists. The book is in story rather than in text book form, but is very complete in information. It gives, at the same time, an idea of the plastic condition in which this information really is, subject to change at any new discovery. The book is somewhat formidable in size and would be more enticing if divided into two columns. Illustrated with drawings by Margery Stocking and photographs.

—EMMA L. BROCK.

**HEROES AND HAZARDS.** By Margaret Norris. *Macmillan.* \$2.

Miss Norris has interviewed derrick-men, riveters, deep-sea divers, life savers, harbor pilots, firemen and others "who make our modern world safe by their courage," and has retold for us their stories of heroism and sheer grit. The book is interesting yet informative, popular in style yet detailed enough to be satisfying to the exacting young reader of the sixth grade and above. More up-to-date than the familiar and much used *With the Men Who Do Things*, this new volume can well take the place of the older book.

—CLARE NOLTE.

**POLLWIGGLE'S PROGRESS.** Pictures and story by Wilfred S. Bronson. *Macmillan.* \$2.

Pollwiggle was to become a bullfrog so his growth was slow and covered a period of two years. But there is not a dull moment in the progress as it is pictured here, and the little pollwiggle's experiences bring the reader many interesting and accurate facts about plant and animal life in a small pond. Told and illustrated in the same humorous style that the author has used in his other books.

—LOUISE HETHERINGTON.

**THESE UNITED STATES AND HOW THEY CAME TO BE.** By Gertrude Hartman. *Macmillan.* \$5.

Here is an expensive but indispensable book, accurate, complete and unbiased. Its illustrations, taken from various old prints and records, represent a great deal of research, but the author has not grown musty while searching. Her direct, lucid, and charming style is suitable for quite young children. Facts are presented in such a way as to illuminate each other. Reasons for things are given. There is more emphasis on periods of peace than on the wars, and the final chapters show plainly that we, as a nation, have just begun.

—LETHA M. DAVIDSON.

**THE WHITE SPARROW.** By Padraic Colum. Illustrated by Lynd Ward. *Macmillan.* \$2.

Padraic Colum has given us more of his delightful fantasy in this amusing story of a little white sparrow who senses what a mistake it is to be the only white sparrow among so many gray ones and who realizes at the same time the chattering weaknesses of his too numerous family. There is amusement for grown-ups and entertainment for children in the adventures of Jimmy with penguins and pelicans and crocodiles. The pictures by Lynd Ward are charming, though they lack the definiteness and concreteness which children most enjoy.

—EMMA L. BROCK.

**SUNNY HILL.** By Bjornstjerne Bjornsen. *Macmillan.* \$1.75.

The tender and beautiful love story of a boy and girl whose love finally brought them together in spite of family opposition and emotional conflict. Slowly and surely, with no waste effort, the story moves to its end. Older girls reaching out for romance will find it deeply satisfying. Like *Happy Boy* it will serve as an introduction to the riches of Scandinavian literature. (Green and Blue Library.)

—CLARA E. BREED.

**SONS OF THE VOLSUNGS.** By Dorothy Hosford. *Macmillan.* \$2.

A retelling in lyrical prose of the first two books of William Morris' long poem, *Sigurd the Volsung*. All the beauty of metaphor and language in the original has been retained, the dramatic quality of the story intensified, and the appeal of the tale broadened to include many readers who are immune to poetry in large doses. The makeup of the book and the line drawings by Frank Dobias are in keeping with the story.

—CLARA E. BREED.

**FULL STEAM AHEAD!** By Henry B. Lent. Pictures by Earle Winslow. *Macmillan.* \$2.

Six days on an ocean liner with all the things one sees and all the things one does and many things that the ordinary passenger does not see or realize, all of which are fascinating for boys who like ships. There are live pilots and electrical steersmen, ice cream factories and radios, passing ships, storms and fogs. It is not at all a book only for boys who have traveled on liners, but for the much larger mass of boys as well and for the more adventuring girls who will find thrills in many of its pages. A certain dryness of style, the result of trying to write simply, may annoy the adult reader, but the interest of the subject matter will probably overcome this with children. The illustrations by Earle Winslow are at the same time dramatic and accurate in detail and are a fine contribution to the book.

—EMMA L. BROCK.

**THE LION AND THE OX.** Illustrations by Vladimir Lebedev. *Macmillan.* \$1.25.

An old Arabian folk tale of the ox and the lion, who are friends until the slandering jackal makes them mortal enemies. After the lion kills the ox in a fight, he realizes that the jackal has deceived him and he measures out punishment to the jackal at once. The vigorous illustrations by the famous Russian artist are appropriate to the clear and forceful English of the text. The story is enjoyable for younger children as well as for those from nine to twelve, who can read it for themselves.

—MARIE L. KOEKER.

**YOUNG LAFAYETTE.** By Jeanette Eaton. Illus. by David Hendrickson. *Houghton.* \$2.50.

Reflections from the glamorous figure of the generous, high-spirited Marquis light up the dark background of America and France in this understanding study. His adolescent reactions, generous, serious and impetuous nature heighten the dramatic interest and serve to endear him to boys. The tender and happy friendship existing between the adored Washington and young Lafayette is inspiring and suggestive of the true background for friendship which exists between France and the United States. Luckily the relationship is not sentimentalized here. Perhaps the movement is not as swift, nor the material so thoroughly in accord with Miss Eaton's interests as in *The Daughter of the Seine* and *The Flame*, but it is thoroughly worth while biography. It is, too, distinctive in appearance and satisfactory in make-up.

—ISABEL McLAUGHLIN.

**FIRECRACKER LAND.** By Florence Ayscough. *Houghton.* \$3.

Sketches of China by one who is as much an authority as anyone can be in a lifetime about an age-old civilization. Mrs. Ayscough draws with a skilled pen her pictures of Chinese life. If she leaves untouched the political and economic aspects of China and concerns herself only with the artistic, she is wise, for the whole of China cannot be poured into one book. Much of her material has already appeared in her two earlier books, *A Chinese Mirror* and *Autobiography of a Chinese Dog*, but is here arranged in more readable form for young people. Even in its present form, however, the material is complex and belongs to the high school and college student rather than to the junior high school. It is a pity that the book is labelled so definitely "for younger readers," a phrase which is misleading and may alienate adult readers. Mrs. Ayscough's admiration for Tu Fu is reflected in the many bits from his poems that are scattered through the book. Librarians will be interested in the tribute she pays to Amy Lowell, whose collaborator she was in *Fir Flower Tablets*.

—CLARA E. BREED.

**A PATRIOT LAD OF OLD MAINE.** By Russell Gordon Carter. *Penn.* \$1.50.

This is the ninth of a series of "Patriot Lad" books by the author. The story takes place on the schooner "Ida D" off the coast of Maine in Casco bay, in the year 1775. Alan Douglas, the hero, a young boy of the neighborhood is remarkably successful in a number of exciting adventures. As one of a series of Revolutionary stories it is too cheaply written to be of much value in making history live for young boys. Not recommended for public library purchase.

—ALICE E. BROWN.

**TWO CHILDREN OF TYRE.** By Louise Andrews Kent. Illus. by Elizabeth Tyler Wolcott. *Houghton.* \$2.

The usual faults of writers of children's historical fiction have been well avoided in this entertaining story. It does not presuppose too much background; neither does it cram the story with facts, though much accurate information is given. The children, David and Esther, are not wooden, speaking an archaic hodge-podge of Biblical language, but neither do they break into unnecessary Americanisms. The characters live, the plot sparkles, and the reader is left with a better understanding of the friendship between King Solomon and King Hiram, and of the interdependence of one country and another even in those ancient days.

—LETHA M. DAVIDSON.

**THE MAGIC WALKING-STICK.** By John Buchan. Illus. by Arthur Becher. *Houghton.* \$2.

Adventure, magic and mystery make this tale of a little boy and a walking-stick thrilling enough for an exacting reader. The stick is magic. Twirl it and you are wherever you wish to be, in the Ivory Valley, on the Solomon Islands, in the palace of a Balkan prince. Twirl it at a moment of great danger and wish yourself safe at home, and there you are. The adventures are well written and told with breathless interest. The descriptions of faraway places are vivid. And when the stick vanishes along with Mr. Jukes who inadvertently twirls it, the reader feels as real a personal loss as does Bill whose stick it was.

—EMMA L. BROCK.

**THE GOBLINS OF HAUBECK.** By Alberta Bancroft. Illustrated by Harold Sichel. *Junior Literary Guild and McBride.* \$1.50.

This is a reprint, unchanged in form, of the book as it was published in 1925, this time with the stamp of approval of the Junior Literary Guild.

—EMMA L. BROCK.

**HAIL COLUMBIA.** By Marie A. Lawson. *Doubleday.* \$5.

A connected story of our country from its earliest white visitor to the present day, in which the author has tried to show the real American spirit of liberty and democracy which has been the ideal from the beginning. The treatment of each period of history is necessarily brief yet the significance of each historical incident to the whole is clearly related. The many illustrations add much to the book. A good introductory history for children in which dates are incidental to romance and adventure. Colored illustrations, attractive format and good print.

—HELEN NEIGHBORS.



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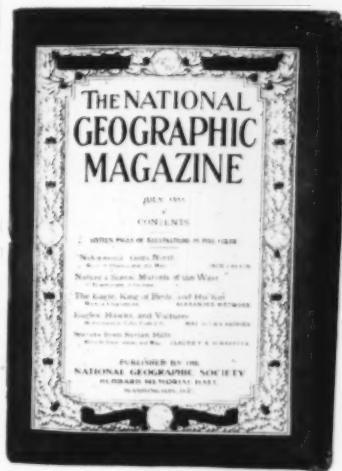
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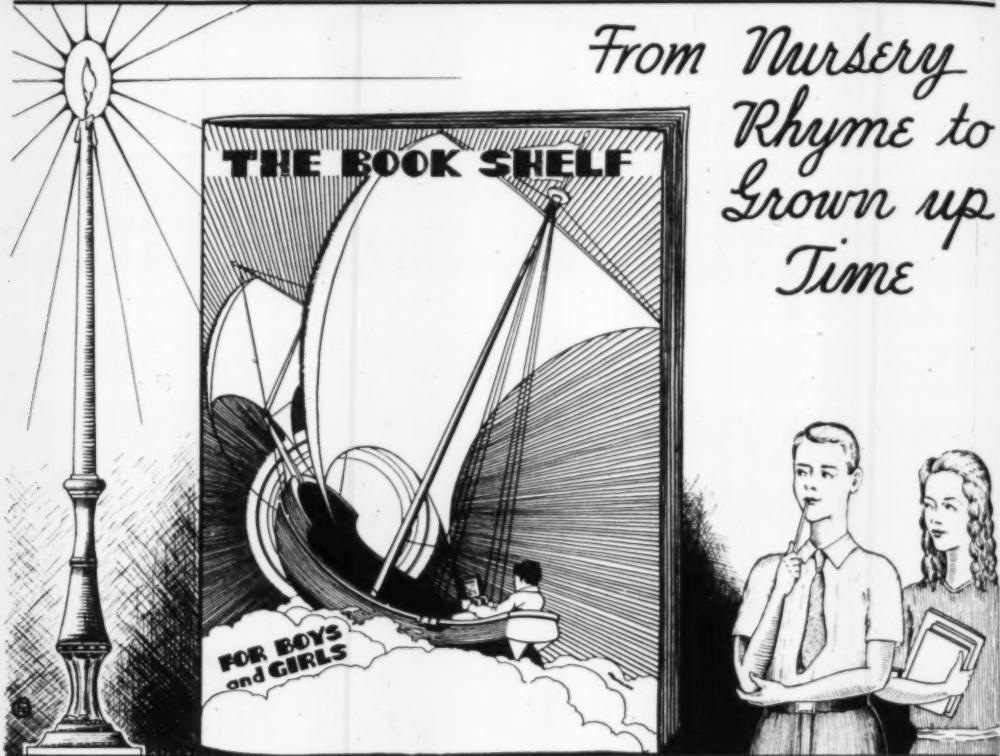
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